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ABSTRACT

This manual provides a comprehensive guide to college activities associated with the implementation of General National Vocational Qualifications (GNVQs) in Britain. Part A addresses GNVQ curriculum planning and management at the college level. This part includes the following sections: description of the context; questions that need to be addressed at the college level to provide a framework for the detailed planning by program teams and other staff; common systems that need to be established; resourcing decisions, including external funding, allocating internal resources, and facilities and equipment); and staff roles and development. Part B focuses on program design and delivery by program teams. Section 1 on program organization deals with design principles, year patterns, timetables, additionality, core skills, and work experience. Section 2 focuses on marketing and recruitment, including the context and methods. Section 3 describes the entry process from induction through initial diagnostic assessment and finally to action planning. Section 4 on learning deals with active learners, curriculum development, and supporting learning. Section 5 describes assessment and managing the assessment process as well as quality assurance and record keeping. Sample materials provided throughout the manual include examples of program plans, timetables, learning and assessment materials, and recordkeeping documentation. Appendixes include a list of 110 resources (with prices of documents indicated) and 16 sources of information. (YLB)

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introducing
GNVQs

implementing GNVQs — a manual

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Foreword

This manual derives from a number of FEU projects which have taken place over the last few years, during the development, piloting and introduction of GNVQs. The speed with which GNVQs have been introduced, and the rate at which they are being taken up, have produced a clearly recognised need for advice and support, some of which we hope this manual provides. That same hectic pace has meant that there is no good time at which to produce such guidance: new approaches and even revised specifications are emerging all the time. For that reason, if no other, this manual cannot provide a prescription. It is meant to be used as a reference text, and as a source of good ideas and interesting examples. It is designed to be used selectively, rather than read as a book. Colleges and schools are at different stages of development. Some sections are not only well known to some colleges, but actually draw upon their experience. Other sections will cover what for the same college might be relatively underdeveloped areas, or may provide an alternative approach for consideration.

There are some patterns emerging. The GNVQ is not just another course. The introduction and rapid growth of this new form of provision may require schools and colleges to:

- review the whole timetabling framework within which programmes of all kinds are provided
- speed up the development of common systems, for such things as recruitment, student record keeping, the production of learning materials and so on
- create a GNVQ planning/steering group at college level
- appoint a cross-college co-ordinator
- create course teams, with devolved authority and accountability

These approaches can all contribute to more effective and more consistent provision of better learning opportunities. It is with this, rather than the detail of assessment, that the manual is primarily concerned. Nevertheless, there are sections which address the issues of assessment and record keeping, and there is an undoubted connection between good practice in curriculum delivery, and consistent and appropriate assessment.

The loose-leaf format of this manual allows both for photocopying and for different post-holders to focus on different parts of it. It also allows for ongoing development and updating. In that spirit we would welcome feedback on both its content and use.

Geoff Stanton
Chief Officer

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Introduction

This manual provides a practical resource for staff involved in General National Vocational Qualification (GNVQ) curriculum development and delivery in colleges. It addresses:

- **GNVQ curriculum planning at institutional level**

  e.g. timetable grids
  resourcing decisions
  cross-college frameworks for core skills delivery
  college infrastructure for learning support

- **curriculum development and programme management by programme teams**

  e.g. programme planning
  designing learning and assessment activities
  developing record-keeping systems
  providing tutorial support

The manual also provides the following:

- **commentary and context**

  placing GNVQ development and implementation in the context of other current developments affecting further education (FE)

- **checklists and key questions**

  setting out possible approaches, issues for consideration, and key questions, as an *aide-memoire* and reference

- **college experiences**

  illustrations and quotations from colleges, describing the approaches they are adopting; the difficulties they have encountered; the aspects they are pleased with; as a source of ideas for staff in other colleges

- **sample materials**

  examples of programme plans, timetables, learning and assessment materials and record-keeping documentation, illustrating a range of approaches, for discussion and adaptation

- **a list of resources**

  listing other materials, and sources of information, for GNVQ curriculum development

GNVQs are new and challenging qualifications for both learners and providers. Colleges are finding that the structure of GNVQs offers a framework for curriculum development affecting many aspects of provision. The introduction of GNVQs is accelerating progress toward modularisation, blocked timetables, and a greater use of flexible learning approaches.

GNVQs are offering new opportunities for learners to continue their education and personal development. The vocational focus for learning, the inclusion of core skills, and the student-centred approach to learning and assessment are opening up new opportunities for achievement, certification and progression for many learners.

Staff in colleges who have not had experience of delivering National Vocational Qualifications (NVQs) or other competence-based qualifications will be unfamiliar with many aspects of GNVQs. Even those with experience of NVQs will be facing new challenges. They will need to become adept at generating and managing a range of learning activities that will enable learners to develop their core skills and demonstrate their achievements in relation to GNVQ grading criteria. At the same time, they need to ensure that learners are adequately prepared for external tests designed to confirm coverage of range and underpinning knowledge and understanding. GNVQs allow for considerable flexibility and individualisation of learning programmes, and teachers will need to maximise the achievement and keep track of the progress of each student. For some colleges, particularly sixth-form colleges, which have traditionally been structured and staffed to offer academic programmes, GNVQs may require a significant culture shift, as well as the development of new staff skills.

The development of GNVQs is ongoing. The desire for stability in qualification design must be balanced with the need to make adjustments in the light of experience. GNVQs are a particularly significant development in terms of their scope, potential effect, and their position in the curriculum and qualifications landscape.

Moreover, colleges are exploring the potential of GNVQs in the context of a changing FE environment. The pressure to expand — to meet National Targets for Education and Training (NTETs); to ensure completion and achievement by a wider range of learners; to make efficiency gains in the context of a new funding and inspection system — forms a complex background for the introduction of a wide-ranging new qualification.

Colleges are exploring a variety of approaches to delivering GNVQs in order to get the most out of them for a variety of learners. Doubtless, a greater clarity about approaches that are effective will emerge as colleges gain in experience and confidence.

This manual therefore aims to:

- pass on the experiences of a variety of colleges in delivering GNVQs
- place the implementation of GNVQs in the context of other concurrent developments affecting FE colleges
- distill, extract, and communicate some enduring messages, during a period of rapid development

The local circumstances in which colleges are implementing GNVQs differ widely in terms of catchment area, college mission and existing curriculum. Consequently the examples, illustrations and quotations from colleges are offered as a source of ideas for staff in other colleges to discuss, consider, learn from and adapt, rather than as models of the 'best way' of delivering GNVQs.

This manual draws on material contributed by staff in a number of colleges who have shared with us a frank appraisal of their experiences as GNVQ pioneers, for the benefit of other GNVQ learners and programme teams. Colleges who have generously provided material in this way are listed in the **Acknowledgements**.

Sue Carroll
Development Officer

Using the manual

The implementation of GNVQs affects many aspects of the curriculum and services provided by colleges. This manual has therefore been designed to act as a reference and as a resource for a range of college staff.

The loose-leaf format enables sections of the material to be extracted and photocopied so that it can be used for a variety of purposes.
e.g.

- checklists and examples from colleges for use at planning meetings
- diagrams which could be reproduced as OHTs for staff development sessions

An extensive use of sub-headings and cross references will enable users to pursue particular aspects of GNVQ implementation through the manual from different perspectives:
e.g.

- at whole-college level — Part A
- at programme team level — Part B

Aspects of GNVQ implementation are examined from a number of different angles
e.g. action planning – links with FEFC funding methodology
– staffing
– the action planning process with students

The text includes some repetition where this is thought to be helpful, so that sections of the manual can be used in isolation.

For an indication of how particular sections may be relevant to different groups of staff, see **User's guide**.

The text is illustrated by direct quotations from colleges' reported experiences. These illustrations are indicated by the use of shaded boxes.

Every effort has been made to ensure that the information contained in this manual was correct at the time of publication. It is inevitable, however, that modifications and changes will occur as the development of GNVQs continues. Detailed up-to-date information can be obtained from the National Council for Vocational Qualifications (NCVQ) and the awarding bodies (see **Resource list**).

This manual paints a broad picture of GNVQ delivery in colleges. Other FEU publications in the **Introducing GNVQs** series, focus in more detail on particular aspects of GNVQ implementation. These include:

- ■ *Introducing GNVQs* (1993)
- ■ *Staff Development* (1993)
- ■ *Planning, Co-ordinating and Managing the GNVQ Curriculum* (1993)
- ■ *GNVQs and Progression to Higher Education* (FEU/UCAS,forthcoming)
- ■ *Adults and GNVQs* (forthcoming)

- *The Evolution of GNVQs: emerging enrolment and delivery patterns* (FEU with the Institute of Education and the Nuffield Foundation, forthcoming)

Other project work by FEU is in progress. This includes development projects concerning:

- GNVQ Assessment in Practice
- GNVQ and Adults
- Foundation GNVQs
- GNVQs in Science
- GCE A levels and GNVQs
- Entry Criteria for GNVQs
- GNVQ Internal Verification
- GNVQs and Learners with Learning Difficulties and Disabilities

For further information on GNVQ projects, contact Aidan Pettitt, Development Officer.

part A

Curriculum planning and management at college level

part A ***section 1***

Context

Context

GNVQs are having a major impact on the curriculum of colleges. By September 1995, GNVQs will be available in 14 vocational sectors at three levels. Many familiar qualifications will be displaced and new opportunities for access, combination and progression, will be available. Curriculum planning for GNVQs therefore needs to be set within the context of strategic planning for colleges as a whole.

> **'GNVQs are designed to:**
>
> - **establish national standards for broad-based vocational education;**
> - **ensure the attainment of essential core skills;**
> - **provide a foundation for progression to NVQs at appropriate levels;**
> - **provide a foundation for progression to further and higher education at appropriate levels.**
>
> **'In addition, in order to align qualifications within a coherent national framework:**
>
> - **GNVQs, at appropriate levels, should be comparable in their demands to the National Curriculum, A / AS qualifications and degrees, and to occupational NVQs at the same levels;**
> - **GNVQs should have clear and explicit links with related occupational NVQs and National Curriculum requirements.'**
>
> **(*Draft Criteria for General National Vocational Qualifications*, NCVQ, September 1994)**

GNVQs present significant new opportunities for both learners and colleges. Their unit-based structure allows for the construction of individual learning programmes, and provides a new impetus for colleges to modularise their curriculum offer. The availability of unit certification, together with the funding methodologies adopted by the Further Education Funding Councils of England and Wales (FEFCE and FEFCW), is supporting colleges in offering multiple entry and exit points to learners, as well as the opportunity to study at a pace to suit individual abilities and circumstances.

The impact of GNVQs on the college will not be confined to discrete groups of GNVQ students, and the teachers who work on GNVQ programmes. GNVQs, together with pressures on resources, are a powerful influence on colleges to implement coherent and efficient cross-college systems. GNVQs create demands for learners to be able to move relatively freely across the college curriculum offer, with appropriate forms of support to enable them to succeed in achieving their learning goals.

The availability of optional and additional units offers the potential for flexibility and choice within the framework of the qualification. Additional units may be relevant to students pursuing GNVQs in a number of different vocational sectors. Students can accumulate certificated units from any level within the framework, within the same or a different area to that of the target GNVQ. The availability of certificated core skills can be extended to students on other programmes. The design of GNVQs means that students can work toward other qualifications at the same time.

The style of assessment for GNVQs encourages flexible and activity-based styles of learning. The core skills units require evidence of the application of skills. Students are expected to take responsibility for collecting and presenting evidence of their achievements, developed through a variety of activities and contexts, regardless of 'mode, location or duration of learning' (*Draft Criteria for GNVQs*, NCVQ, September 1994).

The delivery of GNVQs is based on a learning cycle of action planning, target setting, reviewing progress and recording achievement, supported by the availability of unit credits and the use of records of achievement.

There is a growing national consensus regarding the roles of National Records of Achievement (NRAs), individual action plans(IAPs), core skills and national systems of credit accumulation and transfer. GNVQs are accelerating the implementation of these developments.

GNVQs are designed to provide a broad-based vocational preparation primarily for the 16-19 age group in schools and colleges. There are no upper age limits, however, and many colleges are exploring the relevance of GNVQs, or unit credits, to a wide range of students and for a variety of purposes. Part One GNVQs for pupils at Key Stage 4 in schools are in preparation, and pupils aged 14-16 in some schools are already acquiring GNVQ units.

The introduction of GNVQs is taking place in the context of a number of other significant and related developments. FEFC funding methodology is designed to encourage and reward substantial increases in participation and achievement rates. For many colleges this will only be achieved through the recruitment, retention and achievements of new client groups.

GNVQs are located within a developing qualifications framework, consisting of NVQs, GNVQs and academic qualifications (A levels, AS qualifications and GCSEs). Guidelines for modular A levels have been set by the Schools Curriculum Assessment Authority (SCAA), so that modular A levels will increasingly be available. For 16-19 year olds, GNVQs will operate as a progression route from the National Curriculum and the planned new vocational pathways for 14-16s. GNVQs also need to provide an effective progression route to the higher education (HE) sector, itself undergoing a period of significant change.

part A ***section* 2**

Strategic planning for GNVQs

Strategic planning for GNVQs

Colleges which have already introduced GNVQs are generally agreed on the necessity for a co-ordinated whole-college approach, if the full potential of this new qualification is to be realised. In order to provide learners with genuine choice and maximum support for their learning, within available college resources, it is necessary for the college to define a set of local objectives, strategies and parameters within which learning and assessment systems can be developed and resources allocated. This will provide a framework within which the detailed programme planning and development can be undertaken by programme teams, together with the other groups of staff involved in supporting and delivering GNVQs; for example, learning support and admissions staff.

The introduction and implementation of GNVQs require strong cross-college co-ordination, for a number of reasons:

- GNVQs will affect many areas of the curriculum
- some GNVQ students will want to access other areas of the curriculum
  for example, A / AS levels, GCSEs, NVQ, other awards, recreational and arts programmes
- non-GNVQ learners may benefit from access to areas of the GNVQ curriculum
  for example, core skill certification, certificated mandatory, optional or additional units
- some areas of the GNVQ curriculum will be common to several vocational areas and GNVQ programmes
  for example, additional units in maths or languages core skills
- clear progression routes will be needed — horizontal progression into NVQs, GCSE or A-level programmes; vertical progression to the next GNVQ or NVQ level, A level, HE or employment
- the need for consistency across programmes and vocational areas; for example, recording systems quality assurance for assessment
- the need for an efficient use of college resources
  for example, investment in core skills learning support workshops

The advantages of a whole-college framework need to be reconciled with the advantages of a strong sense of ownership by staff. Some colleges initially encouraged the development of a variety of approaches to GNVQs, by different programme teams, sometimes even within a single vocational area. This can result in the development of a plethora of systems which may not be compatible, and might restrict access, choice, and opportunities for students, as well as being an inefficient use of college resources. One college described its experience as follows:

GNVQs call for a common-college approach

Within the college there is a strong tradition of autonomous course teams and it was therefore not anticipated that a college-wide model for the design and delivery of GNVQs would be developed. The focus of developments in the college was to empower programme teams. It was felt that only in this way could ownership of the development be ensured. The developmental structure of the college also influenced the way in which GNVQ implementation was managed. Organisational differences between the departments reinforced the cultural tradition of autonomous teams, and worked against the growth of a common approach to the design and delivery of GNVQs.

A major review was undertaken in the autumn of the first year of GNVQ implementation. A range of issues were highlighted, stemming from the variety of approaches adopted by the different programme teams. It was recognised that the features of the GNVQ itself call for a common college response, if the potential of the qualification is to be realised.

Evaluation of a variety of approaches can enable the requirements for some common systems to be identified, and the most effective approaches adopted by programme teams. Moreover, effective college systems are likely to emerge if the staff who will operate them are involved in identifying requirements, agreeing strategies, designing systems, and evaluating their effectiveness.
(see **Part A, Section 3. Common systems**)

Adopting best practice

Conditions imposed by the college GNVQ steering group on the methodology for setting up new GNVQ programmes have not been formalised, but are firmly in position, based on the custom and practice of existing GNVQ delivery teams and the outcomes of evaluation. The steering group plays an important role in ensuring that departmental heads fully appreciate the funding implications of GNVQ when drawing up departmental action plans.

Key questions

A number of key questions need to be addressed at college level, in order to provide a framework for the detailed planning by programme teams and other staff involved in the delivery of GNVQs; for example, for learner and learning support staff.

2.1 Objectives for college GNVQ implementation

What does the college want to achieve through GNVQs?

This might include:

- **using GNVQs to achieve aspects of the college mission,** for example, to
  - provide alternative routes for students to obtain employment or to progress to qualifications at the highest level
  - provide more genuine open access, because of the possibility of customising programmes for individuals
- **using GNVQs to achieve expansion by,** for example
  - appealing to new markets by extending individual choice
  - providing an alternative to programmes of three A levels as a route to HE
  - providing an alternative to GCSE resits
- **using GNVQs to achieve aspects of the college curriculum policy by,** for example
  - accelerating the development of
    - modularisation
    - flexible learning
    - student-centred learning approaches
    - team working by subject staff
  - changing the balance of the curriculum from a predominantly academic offer to a more comprehensive range of provision
  - blurring the academic/vocational divide by allowing mixed programmes
  - providing a means of formalising and certificating an entitlement curriculum, including core skills, and work experience
  - allowing credit accumulation of units

- **using GNVQs as a framework for curriculum planning by,** for example
  - providing pathways for students with a wide range of abilities
  - clarifying and co-ordinating systems for learning support, assessing and recording achievement, and verification
  - providing a mechanism for focusing on the relationship between the college's resources and the whole curriculum offer

Unified curriculum map

GNVQ has acted as a unifying force across the college, driving us to develop strong cross-college systems, and acting as a spur to curriculum and staff development. The GNVQ is providing a coherent range of national accreditation across faculties, complementing other programmes and enabling the college to construct a coherent curriculum map.

Catalyst for change

The introduction of GNVQs may provide the incentive we need to shift toward a common college timetable. Mandatory units across all vocational areas could be timetabled over two days; optional and additional units, including GCSEs and appropriate GCE A levels on another two days, with tutorials and other learning support. This will facilitate cross-fertilisation between GNVQs in different vocational areas, between A level and GNVQ students, and between NVQ and other programmes.

The introduction of GNVQs has profound implications for the learning resource base of colleges. The teaching and learning requirements of GNVQ suggest a learning resource centre, separate and additional to traditional library facilities.

GNVQ and college policies

In terms of the impact of GNVQ on college policies, there are a number of benefits and some emerging conflicts. GNVQ developments, both nationally and within the college, will allow for the breakdown of the artificial academic/vocational divide. This together with the more flexible curriculum may attract more students to enter and remain in FE. The college's equal opportunities policy is in line with the open access requirement of GNVQs. The GNVQ units allow entry and exit at a number of points throughout the year and allow for the accumulation of accreditation which may relate to funding in the future. The development of learning centres in the college will allow for a more flexible delivery pattern, which is suited to the GNVQ structure. However, we are concerned about the extent to which the knowledge requirements for the external tests, will cause a move to more formal delivery patterns.

2.2 *Target students*

Which groups of students will GNVQs be aimed at?

Which groups of students will GNVQs be available to?

Expansion implies that colleges will need to recruit people who would not previously have enrolled at the college. Colleges aiming to use GNVQs to increase participation will need to look at new markets, as well as both retaining and increasing their share of existing markets.

Potential GNVQ students

These could include:

- **recent school leavers, seeking**
  - preparation for employment or HE
  - an alternative to resitting GCSEs
  - programmes made up of vocational, academic and general components
  - a programme which includes both GNVQ and NVQ units
  - a programme which meets an individual action/training plan drawn up under the Youth Credit, or Modern Apprenticeship schemes
  - an opportunity to gain knowledge and understanding relevant to the vocational sector in which they are employed
  - an opportunity to improve basic skills including numeracy, communication, IT, problem solving and gain a certificate
- **people who could particularly benefit from the availability of unit certification**
  - English for speakers of other languages (ESOL) students who may be able to achieve Advanced GNVQ units in IT and Application of Number, and an introduction to a vocational area, while working intensively on their English language skills
  - students with learning difficulties working towards certification in a GNVQ unit relevant to their interests and purposes, perhaps in conjunction with a related NVQ unit
- **unemployed adults, with high expectations and high motivation, wanting to**
  - explore a vocational sector while obtaining qualifications
  - improve basic skills within a practical context
  - acquire progression prospects to HE or employment through personal development and the acquisition of GNVQ and academic qualifications
  - build on existing skills and experience to gain qualifications
  - gain some certificated units over a long period of time
  - gain whole qualifications in a short period of time

- **employed adults seeking improved employment prospects, for example, those**
  - on short-term contracts
  - facing redundancy
  - in manual jobs but wanting to enter the commercial world
  - without formal qualifications
  - with academic qualifications but no vocational preparation

Part-time employed adults

During Phase One no attempt was made to devise a distinct part-time programme. The full-time assignments were utilised with a few minor revisions. It was anticipated that the work-based business mentor assignment would be ideally suited to the needs and circumstances of students currently in employment. With the advantage of detailed knowledge of current working practices within their own organisation, it was assumed that many of the elements could be achieved by employed part-time students by utilising their own work environment.

This turned out to be a largely unrealistic expectation. The profile of part-time students turned out to be very varied. The 'traditional' day-release student who attends college to learn and develop skills related to their current job, was barely represented. The situations and motivations for applying for the course were as multifarious as the individuals who started. Many did not have a job; others worked part time; some had temporary short-term contracts; some worked in manual occupations and wished to enter the commercial world upon qualification; some were employed in jobs they disliked and were hoping to change jobs when the opportunity arose; some had no formal academic qualifications; some were 18, others were 45 years old.

The impact of introducing GNVQ Science

The vocational nature of GNVQs is likely to increase student access to education since it has the potential to provide a firmer framework than that provided by more specifically academic courses, such as A-levels. We will be offering GNVQ Science alongside A levels and HE Access Science, but may consider replacing A level by GNVQ. This is part of the faculty plan to increase the scope and range of our Science provision, in order to reach a broader client group and to break down the vocational/academic divide. Consequently we are planning a significant increase in target numbers.

We are phasing this development since considerable staff development is needed. The existing science staff have not previously worked on GNVQ programmes of study.

What will the college need to do in order to recruit and retain these students, and to ensure that they achieve their target qualification(s)?

It may be necessary to:

- **adopt new approaches to marketing,**
  for example
  - provide taster days for Year 10 pupils
  - establish an open access information service
  - establish new partnerships (e.g. with organisations involved in providing care in the community)

  (see **Part B, Section 2. Marketing and recruitment**)
- **make changes to the organisation of the curriculum, such as**
  - creating a blocked timetable to provide flexible entry and maximise choice of programme

  (see **Part B, Section 1. Programme organisation**)
- **improve existing facilities and/or provide new ones,**
  for example
  - provide learning centres
  - establish a computerised tracking system to record use of learning centres
- **strengthen or re-organise arrangements for supporting learners by,**
  for example
  - providing staff development on tutoring and counselling skills
  - introducing tutorial case-loading
  - establishing peripatetic core skills teams
  - making arrangements for induction 'on demand'

  (see **Part B, Section 4.3 Supporting learning**)

2.3 *Redefining the college curriculum offer*

What factors need to be taken into account when redefining the college curriculum offer in the context of GNVQs?

Alternative routes to achievement and progression

People who have not excelled in conventional academic qualifications may do better with GNVQs, which offer a different approach to learning and assessment: for example, an emphasis on the application of knowledge and understanding; a certificated unit structure enabling credit accumulation; portfolios of evidence gathered from assignment-style activity.

- **Will Intermediate GNVQs be promoted as a preferred alternative to one-year programmes of GCSE resits?**
- **Will GNVQs be promoted as an alternative route to HE?**
- **Will prospective A-level students of all abilities be encouraged to consider GNVQ as an alternative to programmes of three A levels?**
- **Will the Advanced GNVQ be promoted as sufficient in itself as a means of access to HE, or will some students be encouraged to combine an Advanced GNVQ with an A level or A/S qualification (e.g. learners seeking to progress to particular HE courses or occupations, such as teacher training)?**

  (see *Introducing GNVQS: Progression from GNVQs to Higher Education*, FEU/UCAS, forthcoming)

  (see *GNVQs and HE — Entry Conditions*, UCAS/NCVQ, September 1994. Prepared by the joint UCAS/NCVQ GATE (GNVQ and Access to HE) Committee)

- **What patterns of recruitment and progression are likely?**
  For example
  - some students will be capable of going direct to Advanced GNVQ without first undertaking Intermediate or Foundation level
  - Intermediate GNVQ may be attractive to part-time students in employment, who will not wish to progress to Advanced GNVQ, but who may wish to progress to level 3 NVQ
  - internal progression from Intermediate to Advanced GNVQ may result in a shortage of places for school leavers from local 'feeder' schools
  - it may be appropriate for some students to progress between qualification routes, rather than from one GNVQ level to another, for example, Intermediate GNVQ to A level, Foundation GNVQ to GCSE
- **How will the college respond to students with differing starting points when embarking on a GNVQ?**
  For example
  - students who have achieved GNVQ units while at school
  - students with unit credits for core skills , capable of accelerated progress toward higher levels

Curriculum coverage and availability

- **How much of the GNVQ framework does the college need to provide in order to attract and retain students, in terms of:**
  - vocational areas
    - availability within the catchment area
    - local employment and work experience opportunities
  - levels
    - to cater for the needs of the full ability range
    - for internal progression purposes
    - for the proportion of students seeking each level
  - range or selection of optional units
    - wide choice
    - opportunities to specialise
  - range of additional units
    - choice
    - opportunities to specialise or maintain breadth
  - access to additional studies, including range of GCSEs, A levels, NVQs, other awards, sports and recreational activities
- **What degree of specialism will it be possible for learners to obtain?**

  GNVQs are intended to provide a broad foundation underpinning a number of occupations. In some vocational sectors a single GNVQ covers an area where previously several separate and more focused qualifications were available; for example, Art and Design; Health and Social Care; Leisure and Tourism.

  - Do some people still need opportunities to specialise at Intermediate and Advanced level?
  - What is the profile of these students, for example in terms of requirements, purposes, circumstances?
  - Can/should a degree of specialism continue to be provided?
  - How could this be achieved?
    - What range of options will be available?
    - Will related NVQs be available?
    - Will related GCSEs and GCE A levels be available?
    - Will work placements be provided?
    - Should the student be advised to enrol on a different course; e.g. a more specialist BTEC National?
- **Should the college extend or modify its vocational offer?**
  - What vocational areas has the college traditionally offered?
  - What existing experience, staff expertise and 'specialist' facilities are already available?
  - What are the relative costs and practicalities of introducing new areas?

- **Will local people be able to gain access to a comprehensive range of GNVQs and NVQs within reasonable travelling distance?**
  - Colleges are likely to find GNVQs easier to deliver than NVQs. Will people be able to gain access to the qualifications most suited to their requirements, if the college concentrates on GNVQ rather than NVQ development?
  - Does the availability of relatively 'cheap' forms of vocational education and training provision exceed demand, while demand for more 'expensive' vocational areas is not being met?
  - What will be the effect on college enrolments of GNVQ provision by local competitors, including school sixth forms?
- **What is (or will be) available from other providers within a reasonable travel distance, in terms of:**
  - GNVQ provision?
    - levels, areas
    - optional and additional units
    - learner and learning support
    - modes of delivery/access
    - facilities and equipment
    - progression routes (into HE and FE)
  - What local job opportunities are available to provide progression into employment and placements for work experience?
  - How much local provision in particular vocational areas will the market bear?
- **Could collaborative arrangements enhance the market for GNVQs in particular vocational areas or at particular levels?** For example
  - links, franchised programmes, compacts with
    - local schools, colleges, or universities
    - particular employers or employer organisations
- **In cases where there may be a close correspondence between GNVQ and A level**
  - will the college offer both the A level and the GNVQ?
  - what is the different potential of each?
  - what will be the criteria for encouraging students to opt for GNVQ or A level?
  - are there areas of curriculum overlap which provide opportunities for dual delivery?
- **Will certificated core skills be available to non-GNVQ students?** For example
  - A-level students
  - adults seeking to improve their basic skills

- **Will GNVQ units (mandatory, optional, and additional) be available to non-GNVQ students?**
  For example
  - tasters
  - for 'breadth'
- **What will be the likely impact of GNVQs on non-vocational areas of the curriculum?**
  For example
  - **one year GCSE-resit programmes**. Colleges may encourage full-time students to undertake GNVQ instead, perhaps with one or two GCSE resits as 'additional studies', since this may improve their opportunities for achievement and progression.
  - **A-level provision**. Many students who are unsure about achieving good grades in two or three A levels may find the vocational context for learning and the approach to assessment of Advanced GNVQs an attractive alternative. Some students will want to combine GNVQ with an A-level subject, so this will affect timetable design.
  - **NVQ**. A GNVQ may be more appropriate for students who have previously been offered a full-time programme leading to an NVQ.

When will GNVQs, at different levels and in different vocational areas, be introduced?

Because GNVQs are likely to affect many aspects of the college, it will be advantageous to agree a whole-college timetable for their introduction.

- **Strategic planning will need to address the implications of GNVQs for college systems services and resources.**
  This will include:
  - tutorial systems
  - management information systems (MIS)
  - learner and learning support services
  - timetabling
  - learning workshops and materials
  - accommodation, facilities and equipment
  - staff development

  (see **Part A, Section 3. Common systems**)

The phasing out of familiar qualifications will need as much planning as the introduction of new ones.

GNVQs could be phased into the college curriculum:
- sector by sector
- level by level
- as each qualification becomes available
- in phases
- in a co-ordinated 'big bang' launch

Factors for consideration include:

- **the timetable for availability of new GNVQs, by area and level**
- **the advantages and disadvantages of being involved in the pilot phase of a new qualification, including**
  - the advantages of 'market edge', attracting development funding, and influencing national developments
  - the disadvantages, that the specifications may change and the dearth of available published materials and existing experience to draw on
- **in vocational areas where one qualification does not directly replace a previous qualification (e.g. manufacturing), there may need to be a longer lead-in time. Similarly, in cases where the college has no experience in the curriculum area, a longer lead time will be needed to**

  for example
  - undertake the necessary staff training or recruitment
  - market the new qualification
  - prepare the programme

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2.4 *Curriculum design principles*

What principles will underlie the development of the GNVQ curriculum?

Before embarking on detailed curriculum development for GNVQ implementation, it is advisable to identify any underlying principles or key design features necessary for achieving the college's objectives for GNVQ, in the context of the college mission and strategic plan.

These might include:

- **a commitment to providing flexible entry to GNVQ programmes; for example, entry at any time of the year, or at the commencement of each unit block**
- **a commitment to providing flexible access to learning and assessment, enabling students to progress at their own pace**
- **the decision that a strong group identity is more important to the retention and achievements of a particular target group of students than maximum choice of optional units or additional studies**
- **a commitment to providing equal access to GNVQs for the full range of potential students**
- **a decision to develop NVQs in complementary vocational areas, in order to strengthen progression routes to employment**

Curriculum development, and the development of college systems and services for GNVQ delivery will need to be consistent with existing college policies, such as:

- equal opportunities policies
- staff development policies
- entitlement curriculum policies
- the college charter

In responding to the emerging outcomes-led and flexible curriculum, colleges may decide to develop new policies and codes of practice, which cover, for example:

- learning and curriculum, setting out the over-arching principles which will inform curriculum management and design, in order to ensure continuity between programme areas and levels
- internal verification
- assessment
- accreditation of prior learning (APL)

(See **Part B, Section 5.2 Quality assurance**)

Policy framework

The existence or development of a range of college policies provided a framework within which GNVQ programmes and procedures could be designed. Some of these policies had already been developed and were well established; for example, equal opportunities; programme review and evaluation, and academic appeals. Other policies were being developed as part of a college response to the emerging competency curriculum, of which GNVQs are an important part; for example, internal verification, the accreditation of prior learning.

College learning policy

In early 1992, our academic board recognised that the college's curriculum was fragmented and that a pro-active approach needed to be taken to curriculum management. A learning policy was agreed by the college as the overarching policy document for the development of the college's curriculum. It was called a learning policy to emphasise the importance of the individual learner and the responsibility we have to meet their needs as both a student and a person in an effective and resourceful way.

The decision to offer, as soon as available, GNVQ in all programme areas and at all levels, was a key element of the college's curriculum management strategy.

To ensure that there is continuity and articulation between programme areas and levels, the learning policy serves as a set of overarching principles which inform curriculum management and the design of programmes.

The core skills policy guidelines which were drafted a year ago have recently been revised and incorporated into the learning policy of the college. The core skills element of this addresses the following areas:

- delivery of core skills
- assessment of core skills
- accreditation of core skills
- NRA
- progression of the learner in terms of core skills

part A ***section*** *3*

Common systems

Common systems

If the potential flexibility of GNVQs is to be fully utilised, learners will need to be able to move relatively freely across the college curriculum, supported by effective systems of learner and learning support. The establishment of some common systems across the college will remove unnecessary boundaries and barriers, and will assist users by promoting transparency.

Moreover, colleges are realising that in order to reap the potential benefits of GNVQs for learners, within available resources, it is advantageous to establish a number of systems and services across the whole college.

Although GNVQs can be offered as self-contained homogeneous courses to discrete groups of students over fixed periods of time, the structure of a GNVQ allows for:

- **the construction of individual learning programmes to meet individual requirements and goals, using**
  - optional units, to enable a degree of focus on specific contexts
  - additional units, to enhance an individual's range of achievement
  - additional studies, which could include GCSEs, A levels or as AS qualifications, NVQs, other awards, drama, music, etc.

  (see **Part B, Section 1.4 Additionality**)
- **certificated core skills units, at a higher level than the target qualification, to recognise individual achievement**
- **the certification of core skill achievement of non-GNVQ students**
- **flexible approaches to learning and assessment**
  for example
  - evidence to meet the elements performance criteria can be gathered from any relevant activity
  - assessment of prior learning can be used to accelerate progress toward the achievement of the qualification
  - individuals can accumulate unit credits at their own pace (subject to the timing of external testing opportunities for mandatory units)

FEFCs' funding methodologies are designed to support a more individualised approach to learning and the assessment of achievement. Funding considerations are also encouraging colleges to make a highly efficient use of their resources, while meeting the needs of greater numbers of students with diverse learning needs and goals.

GNVQs will play an important role in many areas of the college curriculum. The quality assurance systems of colleges, the ability to meet the quality assurance requirements of the GNVQ awarding bodies and funding bodies, as well as the quality of GNVQ provision across the college, are all likely to be strengthened and enhanced through the establishment of a common college approach.

Even self-contained GNVQ programmes are likely to make significant demands on cross-college systems, services, and resources, including:

- **learning support services, for example, learning workshops, learning resource centres**
- **core skills support**
- **staff development**
- **MIS, e.g. tracking individuals' achievement of units**

Common systems and services

- **What common systems and services need to be established:**
  - across the whole college
  - within a faculty, school or department
  - within a vocational or curriculum area
  - within a site or centre

to maximise:

- flexibility?
- individual achievement?
- the quality of programme and assessment?
- funds available and their efficient use?

3.1 *Year plans and calendars*

Which elements of the programme calendar should be common, to allow for maximum flexibility?

For example, to allow:

- movement between levels
- access to optional and additional units
- entry at various points in the year

For example

- **Induction**
  - common start and finish dates for induction, at the beginning of each programme, and at the beginning of each 'learning block'
  - a common 'core' induction programme, 'customised' within vocational areas
  - a common basis for initial assessment
  - a common approach to individual action planning
- **Learning blocks** (e.g. modules or units)
  - common start and finish date for learning blocks
- **Review points**
  - common review points between learning blocks
- **Entry points**
  - common entry points, for example, at the start of each block

(see **Part B, Section 1. Programme organisation**)

3.2 *Timetables*

A common timetable framework will provide flexibility for learners, and assist optimum use of accommodation, equitable access to facilities, and a full use of the hours available, for example, lunchtime and twilight patterns. A common timetable framework might include:

- **standardised timetable slots,**
  for example
  - daily start and end times
  - length, such as four hours in the morning and four in the afternoon
- **a 'grid' which specifies slots for**
  - GNVQ mandatory units
  - additional units
  - additional studies, including A/AS levels, GCSEs, NVQs
- **a common cycle of learning 'blocks'** (e.g. modules or units)
  - start dates, end dates
  - number of hours, for example, 45 hours (nine weeks x five hours)
  - review points, for example, the ninth week of each block or the week between each block
- **timetabled access to core skills workshops, learning centres, or specialist facilities, if appropriate**

(see **Part B, Section 1.3 Timetables**)

Cross-college decisions

After reviewing the first year of GNVQ delivery, one college made the following cross-college decisions.

- As an interim measure, all programmes will have three access points per academic year (i.e. 12-week teaching blocks). The aim is to review the situation in December and to move to six access points per year.
- Choices to learners will be extended if one full day per week is allocated to additional studies and a full programme offered across the college during that day (for 1994-5 this will be Thursday). Work experience could be offered on this day where appropriate.

3.3 *Modularised or unit-based*

Many colleges are finding that in order to make progress towards genuinely flexible access to learning and assessment, it is necessary to offer the curriculum in modules or units. These terms are often used interchangeably, but it is helpful to recognise a distinction between:

- **a module of learning**

  a coherent 'package' of learning activities that may enable students to meet a variety of assessment requirements. For example, a module based on a particular theme or subject might enable students to meet the assessment requirements of GNVQ elements drawn from a number of different units, as well as contribute to GCSE coursework

- **an assessment unit**

  a unit, or unit-based module, will prepare students to meet the particular assessment requirements of one segment of a qualification, for example, a GNVQ or NVQ unit, or an A-level 'module'. The activities could, nevertheless, also contribute evidence toward the achievement of other units, for example core skills

To achieve flexibility through either modularisation or a unit-based approach, a common college framework is needed, which defines an agreed approach to, for example:

- **the presentation of information concerning modules or units, such as**
  - explicit learning outcomes
  - any prerequisites
  - relevance to assessment requirements of qualifications
  - detail of published unit specifications
  - relevant learning activities, assignments and materials
- **availability/access,** for example,
  - entry points
  - availability through supported self-study
- **tutorial arrangements**

(see **Part B, Section 1. Programme organisation**)

3.4 Learning workshops and materials

GNVQs are designed to encourage an active style of learning. For example, overall performance is graded on the basis of an individual's performance in planning and evaluating their work, and in seeking and handling information. Students are responsible for producing and presenting evidence that demonstrates their achievements.

The establishment of learning workshops, resource centres, and a proper infrastructure of support for flexible learning approaches, requires decision making at college level, and a significant commitment of resources and energy. To justify such expenditure, the learning resources will need to be used both widely and efficiently.

It will be advantageous to make a number of decisions at whole-college level, for example:

- to convert some existing accommodation into workshops or resource centres
- to invest capital expenditure in establishing workshops and resource centres,
  for example
    - conversion costs to establish an appropriate physical environment
    - IT equipment
    - reprographics equipment
    - purchase of learning materials, for example decision to join the National FE Resource Based Learning Consortium
    - establishment of college production unit for learning materials (perhaps income generating)
- how the workshops and resource centres will be used,
  for example
    - open access
    - some timetabling of groups
    - opening hours
- how the workshops and resource centres will be staffed,
  for example, by
    - 'learning managers'
    - timetabled teaching staff
    - administrative assistants
    - media resources staff
- who will 'own' the workshops and resource centres,
  for example
    - the use of a workshop or resource centre paid for out of a faculty's budget, is likely to be dictated by that faculty
    - top-slicing faculty budgets to pay for core skills workshops is likely to ensure their use
    - funding of workshops out of central college resources can provide a context for decisions concerning allocations of guided learning hours to programmes

- how use of the workshops and centres by learners will be tracked
  - the FEFC funding methodology requires evidence of the use of 'guided learning hours'
- how activity by students in learning and resource centres can contribute to their achievement of GNVQs
  for example
  - by agreeing a college 'house style' for assignment cover sheets, assessment sheets, core skills logs, etc.
  - by producing a database of assignments and materials mapped against qualifications, unit specifications, elements and performance criteria
  - by producing a database which identifies suitable materials to underpin programmes

(see **Part B, Section 4. Learning**)

Learning support facilities

One college has made the following arrangements:

Supported self-study facilities

Centralised supported self-study workshops will be available from September 1993. GNVQ learners will have an entitlement of five hours per week supported self-study as part of their programme.

Vocational support centre

The Vocational Support Centre will provide Maths, English and IT support for individual GNVQ learners requiring it.

3.5 *Supporting flexibility*

Learning support

- How will the identified learning support needs of individual students be met?
  For example:
  - mechanisms for providing core skills support?
  - access to English language support for speakers of other languages?
  - strategy for ensuring that disabled students are not disadvantaged?
  - staff development on core skills?

    (see **Part B, Section 4.3 Supporting learning**)

Central services for flexible entry

- What services does the college need to provide, centrally, to support flexible entry to programmes? For example:
  - enquiry and information service
  - standardised approach to initial diagnostic assessment, at least of core skills
  - agreed referral system to GNVQ staff in vocational areas
  - bookable induction service
  - database, accessible to students, showing provision available throughout the year, at both programme and unit level

Recording systems

The use of common systems (for recording learning needs, formative assessment and achievement) will enable movement by students across the whole curriculum offer.
For example:

- students will be able to gather evidence for their GNVQ portfolio from their A-level or GCSE programmes
- staff in learning workshops will be able to support students in undertaking relevant activities

  (see **Part B, Section 5.3 Record keeping**)

College operational policies for GNVQ

For next year the following policies have been agreed:

- start and finish dates for all optional and additional units will be common across all programmes;
- two-week induction programme for all GNVQs, following a common approach, but with a clear vocational area focus;
- all paperwork involving assessment, assignments, time plans, etc. will have a common house style. This is regarded as particularly important as students should be able to choose units from other programmes;
- one day/week work experience to be continued;
- one 'optional' unit will be chosen by the college; the others by the student (free choice across all programmes if combination rules allow).

3.6 *Quality*

NCVQ has worked with the awarding bodies, FEFC and the Officer for Standards in Education (OFSTED) to set out a framework of quality criteria for GNVQ delivery. Colleges and schools will be expected to meet these criteria or to demonstrate that they are working toward them. The quality criteria will be embodied in awarding body centre approval criteria.
(see **Part B, Section 5.2 Quality assurance**)

To obtain approval as a GNVQ centre, colleges must satisfy the awarding bodies against a number of criteria, relating to:

- **quality assurance and control** — the centre-wide procedures for monitoring, review and evaluation
- **assessment** — procedures for quality control, including security for external testing, internal verification, appeals procedures and record keeping
- **resources** — commitment to staff development and training for GNVQs, and policies for ensuring that physical resources are kept up-to-date
- **equality of opportunity**, including facilities for guidance, counselling and support students

The quality of GNVQ programmes and their assessment is likely to be strengthened by the establishment of common systems and processes for all GNVQ provision across the college, regardless of vocational area or awarding body. (Some colleges will be offering GNVQs from more than one awarding body in order to obtain optional units with a particular focus, or to continue traditional links with an awarding body in a particular vocational area.)

A common approach across the college will provide consistency and transparency for learners in all parts of their programmes. It will also enable the college to demonstrate a coherent quality assurance system to both external verifiers and FEFC inspection teams.

Aspects that could be addressed include:

- appeals procedures
- policy on security and ownership of portfolios of evidence and assessment documentation
- entitlements of candidates, including
  - timescale for assessment feedback
  - entry for external tests
  - entitlement to APL, and consequent fast tracking, if relevant
  - entitlement to repeat areas of the programme
- arrangements for monitoring administrative systems
- systems for standardising assessment
- arrangements for internal evaluation and review
- provision for programme team meetings
- arrangements for regular meetings of internal verifiers
- liaison with external verifiers
- certification of staff as assessors and internal verifiers to national (TDLB) standards

Some colleges have established GNVQ advisory or steering groups which include membership by employers, representatives of feeder schools, the Training and Enterprise Council (TEC), senior college staff (e.g. curriculum managers, MIS manager), GNVQ co-ordinators and programme leaders.

(see **Part B, Section 5.2 Quality assurance**)

College experience

Modifications are being made to the common assessment documentation and assignment format. GNVQ assessors and internal verifiers will continue to develop this area in 1994-5. From 1994 there will be an emphasis on the assessment of prior learning in the core skills units. The college will also have a centralised APL facility.

Draft college quality standards for internal verification

Internal verification should take place at the end of every module (during the two-week buffer zone) and on completion of the programme. Appointed internal verifiers (usually the programme leader) will:

- have completed or be working toward TDLB D32/33/34;
- register students for the programme validation and enter students for tests;
- give written notice to the students and staff of the internal verification schedule;
- sample the agreed percentage of the portfolios offered, picked at random. This will represent a sample of candidates, assessors, and product evidence;
- ensure that the elements claimed match up with learning activities completed (see draft Internal Verifier's Audit Sheet);
- enable the external verification procedure to take place;
- cross verify with other internal verifiers to ensure maintenance of standards;
- inform students of the results of their tests and external verification;
- act upon external verifier's recommendations and awarding body verifier's reports.

part A ***section 4***

Resourcing GNVQs

4.1 *External funding*

What are the resourcing implications of GNVQs?

FEFC funding

Colleges are implementing GNVQs in the context of emerging FEFC funding methodologies. Many features of GNVQ programmes are supported by the new approach to funding.

In Wales, FEFCW's funding methodology includes elements for recruitment and attainment, and is based on student learning units, aligned to the development of a unit-based curriculum.

FEFCE's *Recurrent Funding Methodology 1994-5* includes the following features:

- the tariff includes provision for an entry element for each student. Audit evidence in support of a claim for entry units includes
    - a **learning agreement** signed on behalf of the institution and by the student which includes key details of the student's planned learning programme
    - evidence of the assessment and guidance process by which the learning agreement was reached
- the **on-programme element** is defined as: 'all activities of learning and accreditation of achievement, including assessment, general and specific student support services, and enrichment activities'.

    It includes induction, accreditation of prior learning, assessment, guidance and counselling, specific additional support to students with learning difficulties and/or disabilities.

    Guided learning hours are defined as: 'all times when a member of staff is present to guide student learning on a programme, including lectures, tutorials, and supervised study in, for example, libraries, open learning centres and learning workshops. It also includes time spent by staff assessing students' achievement, for example, in the assessment of competence for NVQs. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of students.' (Explanatory notes on the recurrent funding methodology 1994-5, Annex A, *FEFCE Circular 94/29*, FEFCE, 1994)
- colleges can claim additional resources for additional qualifications or units undertaken by GNVQ students. Additional on-programme and achievement units can be claimed if basic GNVQ programmes (exceeding 450 guided learning hours per year, e.g. 12.5 hours x 36 weeks) are extended by adding GNVQ additional units or additional accreditation; for example, NVQ units, GCSE A levels or AS qualifications, and GCSEs
- in cases where a student fails to achieve a whole GNVQ, but achieves at least half of the required units, colleges can claim half the achievement units listed in the tariff

- the value of on-programme units available for a student who has achieved a GNVQ can be claimed, as listed in the tariff, irrespective of the time it has taken a particular student to achieve the qualification. For example, an Advanced GNVQ may normally take two years to complete, but a college can claim the full value of units if a student achieves the qualification in eighteen months or one year. This enables 'fast tracking' by some students, to off-set a 'slower than average' rate of progress by others
- GNVQs contribute to NTETs and therefore qualify for a higher rate of achievement units

(*Guidance on the Recurrent Funding Methodology 1994-5*, FEFCE)

TEC funding

The eligibility of GNVQs for TEC-funded schemes (e.g. Youth Credits, Modern Apprenticeships) depends on the design of the local scheme by a particular TEC. NVQs may be seen as a more appropriate qualification for young people participating in the Modern Apprenticeship Scheme, although such learners may also benefit from access to GNVQ units, and core skills.

4.2 *Allocating internal resources*

GNVQs are not time-constrained qualifications. There is no prescribed length of programme. The length of time taken by individuals to achieve the outcomes will depend on a number of factors, including their individual starting points and abilities, the speed with which they learn, the mode of study adopted, and the amount of time they are able to devote each week to producing their portfolios of evidence.

However, as a broad guide, Intermediate and Foundation GNVQs have been designed to be delivered in a one-year full-time programme, and Advanced GNVQs in a two-year full-time programme. This represents a 'working average' for funding purposes, since some students may be able to achieve the qualification in a shorter time, while others will take longer.

Two-speed foundation programme

At this college, Foundation Programmes are delivered in two ways:

- as a progression route to Intermediate GNVQ; students are expected to complete the programme in one year;
- as an end in itself, for example, students with learning difficulties may take up to two years.

An Advanced GNVQ attracts the same FEFCE funding as a BTEC National Diploma or an A-level programme of at least 450 guided learning hours. One hundred and sixty eight basic on-programme units have been allocated to Advanced GNVQ programmes, BTEC National programmes, and to programmes of three A levels (56 on-programme units per A level). Eighty four on-programme units have been allocated to both Foundation and Intermediate GNVQ since these are envisaged as one year programmes, as a working average (FEFCE tariff for 1994-5).

It is important to recognise, however, that this equivalence is in terms of 'demand' on the student, and the 'utility' or 'worth' of the qualification, and does not necessarily equate with an equivalent demand for resources in terms of 'size' of programme. The style of learning and assessment activity required to achieve GNVQs and A levels are likely to differ significantly.

GNVQ vocational units have been designed to take a notional time of approximately 60 hours of structured learning time (e.g. 45 contact hours plus 15 hours of supported self study). Additional time will need to be allocated for regular tutorial support (e.g. for reviewing individual progress), for core skills development and for any additional units or additional studies.

In practice, there is considerable variation concerning the hours allocated to GNVQ programmes by different colleges, although the average is probably between 15 and 20 hours per week for an Advanced GNVQ.

Deploying hours

The ways in which these hours are deployed will vary according to the modes of delivery adopted by the college, or within a particular vocational area or level. Variables might include:

- **the approach to core skill development**
  - integrated
  - co-teaching/double staffing by core skills specialist
  - timetabled class
  - workshop support
- **the way in which tutorial support is organised**
  - timetabled sessions
  - case loading of programme team members
  - integrated with vocational modules
  - integrated with role of core skills staff
- **the proportion of time allocated to**
  - supported self-study
  - use of resource-based learning centres
  - work placements
  - additional studies

For example:

College 1

	Advanced	Intermediate
Structured classes	9	13
Workshop support	6	3
Tutorials	1	1
Self study e.g. in resource centre or library	3	2
TOTAL HOURS PER WEEK	**19**	**19**
PLUS additional studies	4 ½	2

College 2

	Advanced	Intermediate
Vocational units	16	16
Core support	2	3
Tutorial support	1	2
TOTAL HOURS PER WEEK	**19**	**21**

College 3

	All GNVQ programmes
Vocational modules	10
Tutorial, including accreditation of core skills*	5
Additional studies, including learning support*	5
TOTAL HOURS PER WEEK	**20**

---

* In integrated models, these hours overlay the vocational modules, by means of double staff/co-teaching, or are added to the hours allocated to each module.

College 4

	Advanced	Intermediate
Core skills	integrated	integrated
Vocational units	10	10
Additional units	5	5
Learning support	2½	2½
TOTAL CONTACT HOURS PER WEEK	**17½**	**17½**
PLUS simulated work experience	if required	3

Colleges are in the process of adjusting the allocation and deployment of hours to GNVQ programmes, in order to find the arrangement that will best support the achievement of target qualifications by students, with the available resources.

One college reported that:

> 'It is anticipated that the overall proportions of time for the programme elements will remain the same, but the overall total hours will be reduced. The requirements of the programme will be completed in four days and the students will join the new college-wide grid on the fifth day, to be given the opportunity of doing NVQ, A levels, units from other GNVQs. Learning centres will be available for delivery of the core.
>
> 'Moreover, there is a great deal of flexibility and students work at different paces. A considerable amount of group work is undertaken, with students having individual briefs. No work experience is included this year but students work on projects with local industry.'

Colleges delivering 'guided learning hours' allocated to GNVQ programmes via attendance by students in learning workshops, will need to ensure that such attendance is recorded. Similarly, colleges in England intending to claim additional support units for GNVQ students, delivered by means of learning support workshops, will need to collect appropriate audit evidence for FEFCE.

(see **Part A, Section 4.1 External funding**)

4.3 *Accommodation, facilities and equipment*

In order to obtain approval as a GNVQ centre from an awarding body, it will be necessary to demonstrate that appropriate and sufficient resources are both available and accessible. Colleges will need to consider the kinds of accommodation, facilities and equipment that will be required, in order to deliver a good quality GNVQ.

This will include consideration of the availability and accessibility of the following:

IT equipment

All GNVQ students will need to achieve accreditation in the appropriate IT core skill unit. They will need opportunities not only to develop, but to apply IT skills within a vocational context.

Specialist 'vocational' equipment and facilities

Although GNVQs, unlike NVQs, do not require realistic work environments as the context for assessment, it is likely that opportunities to use relevant equipment or facilities will increase motivation and provide a context for learning activities or assignments. Ideally such equipment will be up to date and available to all students who will benefit from its use.

Base rooms

A sense of group identity and a home-base will be especially important for students on programmes with significant individualised elements, or on programmes which are delivered in units or modules. Base rooms could be provided for level groups, or vocational areas.

Learning workshops and learning resources

The composition and assessment requirements of GNVQs favour a student-centred approach to learning, and a substantial use of learning workshops and resources (see **Part A, Section 2. Strategic Planning for GNVQs**). Strategic decisions and capital investment will be needed to convert accommodation from previous usage or to build new accommodation. There will also need to be large-scale investment in the development or purchase of appropriate learning materials and resources (see **Part B, Section 4. Learning**).

part A ***section 5***

Staffing

5.1 Staff roles

In order to deliver GNVQs, most colleges have identified roles for:

- a college GNVQ co-ordinator
- a GNVQ co-ordinating or steering group
- GNVQ programme team leaders (for each vocational area and/or level)
- GNVQ programme teams

A range of tutorial roles is emerging to support learners on GNVQ programmes and the configuration of these roles will reflect the delivery model of the college. This might include:

- personal 'academic' tutor
- group tutor
- learning support tutor
- unit tutor

The GNVQ assessment model requires qualified internal verifiers and assessors in each vocational area.

College GNVQ co-ordinator

There are significant advantages in adopting a whole-college framework for the introduction and implementation of GNVQs. The development of this framework would be led by a GNVQ co-ordinator and would include such matters as:

- ensuring consistency of quality across the college GNVQ offer
- agreeing cross-college curriculum entitlements
- maximising access to additional studies by agreeing a common timetabling framework
- co-ordinating college relationships with other organisations, such as schools and universities

(see **Part A, Section 2. Strategic planning for GNVQs** and **Part A, Section 3. Common systems**)

Even in colleges where the development of strong autonomous programme teams is favoured, a GNVQ co-ordinator for the college will be able to:

- plan, co-ordinate, monitor and evaluate the introduction of GNVQs at the college
- exercise an overview of developments within the various vocational areas
- ensure that developments meet the requirements of GNVQ specifications and the awarding body or bodies
- develop arrangements for ensuring consistency of quality across the whole GNVQ offer
- promote timetable arrangements and delivery models that will maximise access and flexibility for individual learners
- manage a budget for GNVQ development
- identify staff development requirements and ensure that arrangements are made for meeting these needs

- provide a source of expertise and advice within the college concerning GNVQs
- provide advice, assistance and personal support for programme teams
- advise GNVQ delivery teams on curriculum models, materials and teaching and learning strategies
- facilitate the sharing of experience between GNVQ programme teams
- ensure a flow of information concerning GNVQs to all relevant staff
- liaise with external agencies and organisations concerning GNVQs, for example, awarding bodies, advisory bodies
- co-ordinate meetings of internal verifiers to ensure consistency across the college GNVQ offer
- co-ordinate the development of appropriate strategies for marketing GNVQs, and promoting progression
- prepare reports for a college GNVQ steering or co-ordinating group, the college curriculum or quality committee, the academic board, the governors or corporation board
- identify and advise college management on whole-college curriculum, institutional and resourcing issues

To carry out this role effectively it will be essential for the college GNVQ co-ordinator to have ready access to decision making within the college, or be a member of the senior management team.

GNVQ co-ordinating or steering group

Many colleges have established a GNVQ co-ordinating or steering group to oversee the planning, co-ordination, monitoring and evaluation of GNVQ implementation across the college. In some cases these functions have been taken on by the academic board, by college curriculum or quality committees, or sub-groups established for the purpose. The establishment of a group dedicated to overseeing GNVQ implementation will have the advantages of a membership selected for the purpose and more focused agenda.

Membership

This could include:

- **from the college**
  - senior curriculum manager (perhaps as chair)
  - GNVQ co-ordinator
  - senior staff from sections involved with GNVQs, including core skills and learning resources
  - staff development manager
  - equal opportunities co-ordinator
  - GNVQ assessment co-ordinator
  - college quality manager
  - college marketing manager
  - TVE co-ordinator
  - a governor
- **external members drawn from**
  - the TEC
  - employer liaison groups for relevant vocational areas
  - local schools
  - careers service
  - HE institutions
  - external verifier

The roles of the GNVQ co-ordinating or steering group

These could include:

- **steering**
  - advising on, monitoring and evaluating the implementation of GNVQs at the college
  - receiving reports concerning aspects of implementation
  - overseeing internal quality assurance systems for GNVQ programmes
  - advising on curriculum arrangements and issues
  - advising on the establishment of partnerships and collaborative arrangements with other providers, for example, progression agreements

- **co-ordinating**
  - establishing a timetable and strategy for introducing GNVQs
  - co-ordinating strategic curriculum decisions concerning GNVQ delivery
  - establishing a marketing strategy for GNVQs
  - co-ordinating strategies for curriculum and staff development
  - establishing and maintaining internal quality assurance systems for GNVQ programmes and assessment

GNVQ programme team leaders and programme teams

GNVQs need to be delivered by programme teams comprising the staff who are in day-to-day contact with the students and who are responsible for the delivery of the programme. It is the programme team which designs the programmes, activities and assignments and these will need to allow learners to demonstrate their ability across the requisite range, confirming their knowledge and understanding. Members of the programme team will be responsible for assessing and recording students' achievements.

The programme team will need to meet frequently and on a regular basis, in order to co-ordinate the various components of the programme, monitor its overall effectiveness and coherence, review students' progress and ensure that their approach to assessment is consistent.

Members of the programme team need to organise themselves so that they can guide learners through the programme, ensuring that each learner has opportunities to meet all the assessment requirements, to the best of their ability. The variety of approaches to programme organisation and delivery adopted by colleges, and by individual programme teams, is reflected in the variety of roles that is emerging for programme team members (see pages 51 and 52).

Although many colleges have considerable experience in delivering a variety of vocational programmes, it should not be assumed that existing teams will necessarily be appropriate for the effective delivery of GNVQs. The composition of some GNVQs may not correspond with the scope of existing qualifications, and staff with different expertise may be required. Core skills specifications may necessitate the strengthening of specialist core skills expertise within the teams.

The complexity of GNVQ assessment requirements, taken together with the scope for individuals to pursue their own learning programmes, has necessitated the development of approaches to delivery that are as simple as possible, within a framework of strong tutorial support. Consequently, most colleges are agreed that it is essential to keep the size of programme teams to a minimum, while ensuring that programmes are delivered by staff with appropriate expertise and experience.

Colleges are trying a number of ways of achieving this through the construction of roles and sharing of responsibilities within the programme team.

Course tutor and case-loaded team members

'The course tutor maintains overall responsibility for the pastoral care and academic progress of the students. Each member of the course team has day-to-day responsibility for a number of students, the exact number depending on the teaching commitment of individual staff. Each team member reports to the course tutor on attendance, punctuality and discipline, on a daily basis. Reports on assignment progress are made to the course tutor weekly and at the end of each unit block.'

Course organisers and academic tutors

'The tutorial system, within a partially integrated delivery programme, fulfils a slightly different function than in a course progressing on discrete unit lines. It is apparent that in addition to the traditional role of course team leader, or course organiser, there is a need for strong academic support. The system devised and implemented saw the creation of two distinct roles:

- the course team leader, or course organiser, responsible for overall co-ordination of the programme. This includes ensuring coverage of all the elements, ensuring coherence of the whole programme, liaising with the external verifier, and internal college management systems, and leading the programme team.
- a personal or "academic" tutor for a small group of between six and eight students. The personal tutor will take responsibility for the academic progress of this small group; meet them weekly during workshop sessions; discuss action plans, progress and grading skills; assess substantial portions of the students' work and keep records. They have the "big picture" for each member of their small group and are seen to care.'

'Floating' support tutors

'All programmes had the opportunity of making use of a "floating" support tutor to provide learning support. This tutor is allocated two and a half hours per student group as class contact hours. These hours appear on the staff timetable but not on the student timetable. That is, the support tutor does not necessarily meet their students in a group but can see them individually. It is the responsibility of that tutor to track and record achievement, assist in the development of portfolios, carry out accreditation of prior learning and give vocational support to the students.'

Three central team roles

'The importance of the team is recognised as central to the delivery of GNVQs, and team meetings are held weekly. Three central roles were identified within the team:

- team leader and internal verifier;
- group tutor with a responsibility for the general administration of the group, plus careers, attendance and behaviour;
- personal tutor with a responsibility for the academic progress of a small group of between six and eight students. The personal tutor is responsible for maintaining centrally stored student assessment records.'

Three distinct tutorial roles

'At the outset, one hour per week was designated for class tutorial. During the year this was found to be insufficient for student needs and three specific tutor roles were identified:

- class tutor responsible for registers, general administration;
- personal tutor responsible for pastoral matters, references, academic progress and action planning, for approximately five students;
- unit tutor responsible for assessment and individual action planning with regard to their own units.'

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Case loading

'At each level there has been one programme support tutor with a case load of six to ten students, responsible for guidance, APL, tracking and recording of achievement. Students had opportunities to attend learning centre workshops for additional Maths and English and use of IT equipment. This will be continued next year, with a more structured role definition between the programme support tutor's role and the course organiser's role. The provision of learning centres will be expanded.'

Three functions for team members

'The delivery model for each lecturer involves an equal division of time between three central functions:

- delivering underpinning knowledge;
- facilitating learning within a workshop setting;
- working with personal tutors on their action planning, and providing feedback on assessed work.'

Personal responsibility with an integrated approach

'The team decided to take an integrated approach. Each mandatory unit was analysed and each team member identified the areas related to their own particular strengths. This flexibility proved to be enormously successful both for the students and the staff. The team found that the evidence produced by the students was of a high standard because the staff were able to concentrate on their own areas across the different mandatory units and could advise the students accordingly.'

(for further information on staff roles, see **Part B, Section 1.5 Core skills; Section 4.3 Supporting learning; Section 1. Programme organisation**)

(for information on assessor and verifier roles, see **Part B, Section 5. Assessment and recording**)

Critical success factors for effective team delivery

Colleges are generally agreed on a number of essential prerequisites, critical for the effective delivery of GNVQs through programme teams:

- the size of the team should be kept to a minimum and roles should be clearly defined
- the team will need significant development time to plan the programme, develop assignments, agree roles and responsibilities, agree assessment and recording systems
- the team will need to meet regularly and frequently, for example, weekly
- stability within team membership will enhance quality, for example, year on year
- some common membership of programme teams across levels, within a vocational area, will promote coherent progression for students, for example, in range of learning opportunities
- effective communication channels are needed with members of the 'wider team'; for example, staff in learning resources centres, core skills workshop tutors, teachers of additional units
- the use of 'servicing' staff for optional units may weaken the programme

One college summarised its experience as follows.

> 'The way that the GNVQ developed was uniform across the vocational areas. Teams of staff were identified to deliver the programmes, with the number in the teams being kept fairly small. The average size of the delivery team was six staff to cover the whole programme but the team size for Intermediate programmes was smaller than that for Advanced programmes which required larger teams because of the need for specialist inputs. The teams were made up of full-time members of staff with part-time staff only being involved in the Art and Design programme.
>
> 'This allowed for a greater degree of team integration through attendance at very regular team meetings and staff development activities. In the early stages of the pilot, team meetings occurred every week, but later in the year this was reduced to once a month. There appears to have been a direct correlation between the degree of difficulty in delivering the programme and the size and "close knit" nature of the programme teams. This has been true of all aspects of programme delivery including coverage, tracking, recording, student support and portfolio development. The larger and less tightly knit team proved to have more difficulty. The intention for the next session is to keep programme teams as small as possible, although this is always difficult due to the tension resulting from staffing a number of different programmes requiring staff with the same specialist skills.'

5.2 *Staff development*

The introduction of GNVQs is likely to affect a substantial proportion of staff in the colleges. Moreover, the staff development requirements associated with the effective implementation of GNVQs are both extensive and complex.

Since GNVQs are designed to encourage flexibility in the design of individual students' programmes, and to break down divisions between academic and vocational routes, the work of managers and staff with cross-college functions will be affected, as well as that of teachers. They will need to understand the purpose and operation of GNVQs in order to develop and implement appropriate support systems.

For example:

- marketing
- learning resources
- learning support
- MIS

Unless they have already been involved in NVQs, teachers will be unfamiliar with designing learning and assessment opportunities which will enable students to provide evidence for units, elements of achievement, and performance criteria to meet evidence requirements across a specified range. The revised TDLB standards and new qualifications (Autumn 1994) could be used to provide a structure for GNVQ staff development. Use of the standards will enable members of programme teams, learning support staff and others, to experience the process of using standards by applying relevant standards to their own work roles as a means of professional development. Examples of relevant units include:

- Unit A21 Identify individual learning aims, needs and styles
- Unit C22 Agree learning programmes with learners
- Unit C26 Support and advise individual learners
- Unit D11 Monitor and review progress with learners

Members of staff could use TDLB units, elements, performance criteria and range for discussion and self assessment purposes. They could identify and produce portfolios of evidence, in order to claim unit certification.

(For sources of further information, see the **Resource list**)

The demand for effective one-to-one tutorial skills is accentuated by GNVQs. Staff will need skills in working with individual students and managing individual learning programmes, including:

- diagnostic assessment
- individual action planning
- supporting students on individual learning programmes
- reviewing progress and giving feedback
- providing workshop-style learning activities and support
- monitoring and tracking individual progress against assessment requirements

Programme teams will need substantial time together to undertake the necessary curriculum and staff development. Members of the 'wider team' (e.g. teachers of 'additional studies', and core skills support staff) will also need to be involved, if GNVQ students are to derive maximum benefit from all parts of their programmes, for example, as a source of evidence for their GNVQ portfolio.

In order to obtain approval from an awarding body as a GNVQ centre, colleges will need to demonstrate that staff involved in planning, delivering and assessing GNVQs, are appropriately qualified and experienced, and certificated to the national TDLB standards for assessment. At least one certificated internal verifier for each vocational area will also be needed. (For further information, see *Standards in Action*, Booklet 3 Assessor and Internal Verifier Awards, FEU, 1993.)

Although there is no specific requirement that members of the programme team should have worked in the relevant vocational sector, GNVQ centres will need to demonstrate that staff have relevant and up-to-date experience and expertise. Recent direct experience of an occupational sector by teachers will clearly provide important benefits for learners, however, for example, in the quality of assignment design or by providing links with 'live' employers. In some college teachers are undertaking vocational secondment, for example, via the Teacher Placement Service.

For more information, contact:
Understanding British Industry
Teacher Placement Service,
FREEPOST, Sun Alliance
House, New Inn Hall St, Oxford
OX1 2BR
Tel: 0865-722585

Participation by staff in projects sponsored by TECs, Education Business Partnerships or arranged through governor contacts may also provide a means of obtaining relevant experience.

Some sixth-form colleges have had relatively little experience of vocational programmes. Staff in colleges with a strong academic tradition may need opportunities to explore both the operation and value of vocational qualifications.

In order to integrate vocationalism into the culture of the institution, some sixth-form colleges have given as many members of staff as possible opportunities for training, industrial secondment and experience of working on vocational programmes, for example, by secondment to an FE college. One college reported recruiting specialist vocational staff on short-term contracts, while permanent staff were given relevant training.

(For further information on staff development requirements, and suggested activities, see *Introducing GNVQs: Staff Development*, FEU, 1994)

Networking

Networks were used as a way of providing support and as a mechanism for facilitating the sharing and dissemination of good practice. Within the college the meetings of programme leaders throughout the year, chaired by the GNVQ co-ordinator, provided a valuable network. This was supplemented by the establishment of networks for each of the three assessed core skills. Staff were also encouraged to participate in the national and regional networks set up to support the introduction of GNVQs. In addition to formal networks, opportunities were provided by the staff development officer for the identification of good practice within programme teams, for dissemination across the college as a whole.

part B

Programme design and delivery

part B **section 1**

Programme organisation

1.1 *Design principles*

Before embarking on the detail of curriculum design it is worthwhile to identify the design principles that the GNVQ curriculum will aim to meet. Decisions concerning the programme, the pattern of the year, the weekly timetable, and the approach to adopt (e.g. 'integrated' or 'unit-based') will be informed by these principles.

For example, a programme team may decide to recruit a group of full-time students with similar career aims, and to provide a fully integrated programme which the whole group will follow.

Alternatively, a college may aim to:

- provide maximum flexibility for students to study various combinations of GNVQ, NVQ, A level, GCSE and other relevant qualifications
  - Implication — there will need to be a common college grid for timetabling purposes
- enable part-time access for mature learners
  - Implication — a unit-based approach may provide greater flexibility
- provide roll-on roll-off programmes, with at least three entry points each year
  - Implication — each unit should be offered at least twice each year. Access would also be available by means of supported self study using dedicated learning materials and assignments in a learning workshop
- be able to respond to the outcomes of the assessment of prior learning (APL) process by providing the facility for individuals to 'fast track' through the units
  - Implication — access to GNVQ units will need to be available throughout the year (see above)
- enable individuals to accumulate credits at their own pace
  - Implication — students would not be enrolled on to 'first year' or 'second year' programmes. All students would have access to an ongoing menu of units and workshop support

1.2 *Year patterns*

1.2.i Background

What are the various components of a GNVQ programme and how will they be arranged over periods of time?
For example:

- weekly timetable
- termly/triannual periods
- one year
- two years

The components are likely to include:

- induction
- earning and assessment activities, including unit tests
- tutorial review — reviewing individual progress
  — assessing and recording achievement
  — action planning
- work experience

It will be necessary to make a number of important curriculum design decisions concerning:

- **Shape**
  - how should the learning activities be packaged?
    e.g. 'integrated' or 'unit-based'?
    'long and thin' learning blocks?e.g. two hours per week for 18 weeks
    'short and fat' learning blocks? e.g. five hours per week for six weeks
- **Timing**
  - When?
    e.g. how will the programme relate to the awarding body schedule of external tests?
  - How long?
    e.g how long should the induction programme be?
  - How many hours?
    e.g how many hours are needed to deliver each unit?
- **Sequence**
  - In what order?
    e.g. in what order should the mandatory and optional units be tackled?

1.2.ii Delivery models

GNVQs are made up of units of achievement specifying the knowledge, understanding and skills a learner is required to demonstrate.

Units at a given level are intended to be of comparable 'size' and level of demand. The time it takes a learner to achieve a unit will depend on a number of factors, including the experience and ability of the individual, the amount of time they are able to devote, and the approach they adopt. However, as a rough guide, a typical 'notional' average delivery time was originally envisaged as 45 hours of contact, and at least 15 hours of supported self study to complete assignments. (*Draft GNVQ Criteria and Guidance*, NCVQ, March 1993; see **Part A, Section 4.2 Allocating internal resources**)

GNVQ units are expressed in terms of outcomes rather than inputs, so that learners can both develop and demonstrate the required knowledge, understanding and skills in a variety of ways and contexts. Consequently, there is considerable scope for teachers to use their discretion, drawing on their own professional expertise and experience, to construct learning programmes and activities that will enable learners to meet the assessment requirements of the unit. Moreover there does not have to be a one-to-one correspondence between the learning programme and the GNVQ Unit of Achievement. (See **Part A, Section 3.3 Modularised or unit based**)

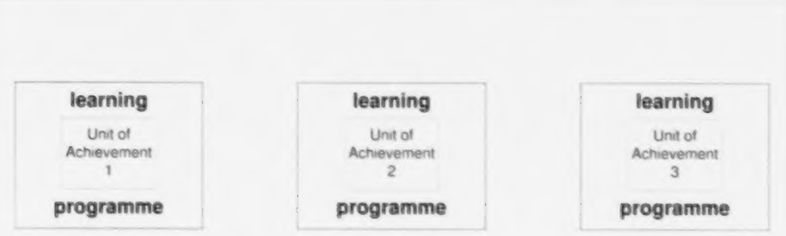
Programme teams can choose to adopt:

- a unit-based approach
- an integrated approach
- a hybrid, combining a unit-based and integrated approach

Unit-based approach

The unit of assessment is the same as the unit of delivery.

Unit-based approach



Advantages of the unit-based approach include:

- making the programme easier to understand for students
- short-term targets for achievement; clear milestones; students feel positive about having units 'signed off', and about achieving credit for units during the programme
- students leaving before the end of the programme will be able to claim credit for the units which they have completed
- tracking of achievement is easier
- easier to keep on top of administration, rather than leaving it all to the end of the year
- easy to schedule entry for tests and 'retakes'
- allows roll-on/roll-off recruitment, and multiple entry points during the year
- opportunity to provide individualised programmes (e.g. compatible with some TEC-funded schemes, based on the achievement of individual action/training plans)
- compatible with FEFC funding arrangements
- allows integration of full-time and part-time students
- allows clear allocation of staff responsibility for specific parts of the programme

Disadvantages include:

- may lead to fragmented learning programmes
- the requirements of a unit may not in themselves constitute an appropriate or logical learning path
- some units are more appropriate as the basis for self-contained learning programmes than others
- may lead to over assessment across the whole programme, if overlap and duplication are not mapped
- may lead to fragmented assessment, where a single assessment activity could have led to the achievement of a number of elements across a number of units
- greater difficulty in ensuring overall coverage and assessment of the integrated core skills

Some colleges reported on their experiences of running unit-based GNVQ programmes as follows.

College experiences

Credit accumulation

Delivering the programme in a unit-based form allowed for credit accumulation. Indeed, one student who left at Christmas to go onto a YT scheme returned to complete the unit tests and gained accreditation for Units 2 and 3. It also eased the problem of monitoring progress and allowed for more effective preparation for external assessment. Overall the team viewed the unit-based approach as successful and intend to adopt the same strategy for next year.

Problems

- Staff are not used to working to such time constraints, and therefore units are not being signed off within a short enough space of time.
- Some learners at Intermediate level have difficulty in retaining information/knowledge from the first unit, even though it may overlap into other units. They may also see the units as being remote from one another.
- It is essential to have a strong system for co-ordinating the development and assessment of core skills across the separate vocational units.
- Someone needs to keep an overview of the overall progress of each student.

Co-ordination

The curriculum model we adopted, although more unit focused, involved the delivery of more than one unit at a time, reflecting the tutor's area of expertise and previous experience. This model, whilst avoiding some of the difficulties caused by integrated assignments, still gave rise to some problems:

- the timing of the tests was still problematic. The unit work did not necessarily coincide with the cycle of testing, and different units were completed at different times;
- coordination across the course was lacking because of perceived staff specialisms;
- insufficient planning/meeting time was allowed. Because of their differing faculty roots, tutors did not naturally meet daily — opportunities for those vital informal contacts were absent.

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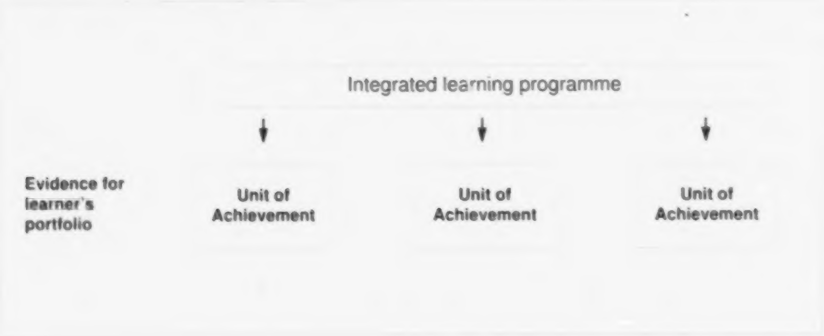
Integrated approach

An assignment or activity results in evidence for elements from a number of different units.

For example

Integrated learning programme


Integrated learning programme
Evidence for learner's portfolio
Unit of Achievement
Unit of Achievement
Unit of Achievement

Advantages

- holistic approach to learning; e.g. through the use of themes which pull together elements from a number of units
- coherent learning programmes
- less 'assessment' driven

Disadvantages

- more difficult for students to understand the assessment requirements of GNVQs, and to gauge their own progress
- restricted opportunities for credit accumulation
- difficult to track progress and achievement of individual students in relation to performance criteria, evidence and range
- scheduling of external tests is problematic; difficult to judge when the areas of knowledge relating to a particular unit have been adequately covered for students to take the test. May result in tests being scheduled towards the end of the programme, restricting opportunities for retakes
- doesn't allow roll-on roll-off entry or flexible programmes

NOTE: some people assume that a unit-based approach leads to fragmented learning experiences for students. Holistic learning experiences can usually be constructed for students by an integrated approach to the elements **within** a unit.

Some colleges reported on their experiences of using an integrated approach to GNVQ delivery as follows:

Coherence through themes

As a team we have selected five themes for both first and second year students, setting an integrated assignment to go with each individual theme. Through careful planning we have been able to ensure that all elements for both mandatory and optional units can be fully evidenced within these five pieces of work. While recognising that this does not actually lighten the students work load in terms of evidence to be produced, it does allow for better planning. Furthermore, there are psychological benefits whereby the students feel under less direct pressure to meet multiple deadlines. Staff and students alike will also have a constant focal point to work to, through the academic year, whereby each individual unit lecturer knows where they are in relation to the rest of the course. We are hoping that in the next academic year everyone involved will benefit from this more structured and well planned approach to GNVQ delivery.

Major integrated assignments

The mandatory units were delivered in two major integrated assignments business planning assignment for a small business and a work based assignment requiring frequent access to a local business organisation. In addition, a number of elements were to be achieved as stand-alone packages. It should be pointed out that while the assignment packages sought to integrate elements and units, the lecturers had specific unit responsibilities for ensuring full coverage of the underpinning knowledge and external test specifications within only one or two units. Thus to describe our mode of delivery as 'integrated' would be an oversimplification...

Keeping track

Following the identification of the programme teams, each team decided on their delivery approach. Initially each team decided that the best approach would be to deliver on a 'learning block' basis, integrating elements from different units to provide a number of coherent realistic assessment activities. After a relatively short period of time into the programmes it became apparent that there were considerable difficulties with delivery on this basis. The main problems were the difficulties that students were having in understanding how they were achieving the required performance criteria; ensuring the coverage of the range; the difficulties of tracking the achievements; and the difficulties of correlating the completion of the units across the integrated assignments with the external test pattern. As a result, most of the programmes were reorganised to deliver and assess on a unit-by-unit basis, or a mixed pattern, with the emphasis on unit-by-unit delivery.

Drawbacks

We found that this integrated model has several drawbacks:

- the course delivery does not lead to natural 'testing' opportunities except as an end-of-programme hurdle. This is not in the students' interests. In practice we resorted to entering students at every opportunity since we did not know which tests were appropriate; a pragmatic solution which is far from an ideal approach to unit tests;
- matching the evidence produced, to the performance criteria became a major headache. Students had great difficulty in coming to terms with the mechanics, because elements from different units were in use at the same time. This made it difficult for students to gain a clear picture of how the course was progressing — indeed, it became very complicated for both students and staff to ensure that the range was completely covered.

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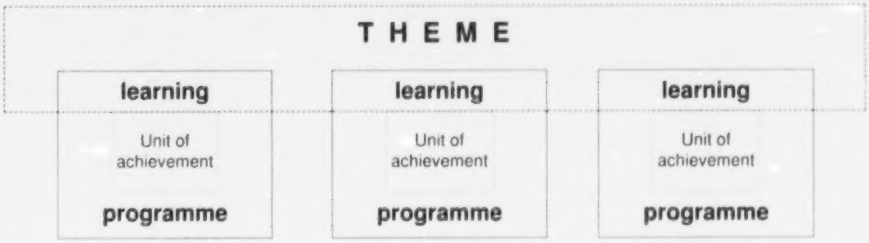
'Hybrid' approach

Some colleges are exploring ways of mixing both integrated and unit-based approaches, in order to reap the benefits of each and minimise the disadvantages of both.

'Hybrid' approach



A 'hybrid' approach uses a unit-based approach (see above), but, in addition, encourages students to make links between the various areas covered, by means of a theme or integrated assignment. Units that have obvious links can be delivered as clusters.

Integrated and unit-based approaches need not be seen as mutually exclusive. Integration could operate for the first term as an extended induction, moving to a unit-based approach for the remainder of the programme. Some units could be delivered independently, while others lend themselves to clustering and some integration by means of common assignments.

One college described its approach as follows:

Discrete units with cross-unit assignments

With no preconceptions about delivery styles, and faced with a unit based qualification, the team devised a unit-based curriculum model. This delivers the units discretely but includes integrated assignments, devised by students themselves, at the end of the programme. This model has distinct advantages:

- students find it much easier to match evidence to elements and performance criteria since fewer are relevant at any one time. This makes completion of the cumulative assessment record (CAR) a much more straightforward process;
- the integrated final assignment, delivered by the students themselves, allows gaps in coverage to be filled, evidence for the grading criteria to be developed more strongly, and an appreciation of the coherence of the course to be gained;
- students and tutors are very clear which tests are appropriate, although the lack of 'on demand' testing still creates an air of artificiality about the process;
- the structure allows movement towards a 'roll on/roll off' model with students able to join at any unit change date — opportunity that several students have used.

Learning blocks

Regardless of whether a 'unit-based' or 'integrated' approach has been adopted, many colleges are finding the concept of learning blocks useful for the purposes of planning and timetabling.

A 'learning block' could comprise:

- a GNVQ unit
- a GNVQ unit plus allocated time for tutorial and/or core skills
- a module of learning activities based on a theme or cluster of GNVQ units
- a module of learning activities contributing to the achievement of elements from a number of different GNVQ units
- a block of time that could be filled by a tutorial, additional studies, learning support, etc.

NOTE: At the present time the terms 'module' and 'unit' are often used indiscriminately or with different meanings, perhaps reflecting an evolution in development. (See **Part A, Section 3.3 Modularised or unit based**)

Colleges are currently experimenting with the shape and size of learning blocks, to find the model that is most appropriate for their purposes; e.g. the optimum balance between coherence and flexibility.

Learning blocks can vary in terms of:

- shape
  e.g. 'long and thin'
  'short and fat'
- duration
  number of hours allocated

See page 60 for examples.

Four examples of learning blocks

Assuming six modules per year, and a 36-week year

I **Parallel/linear model** (long and thin)

Blocks are delivered in parallel
Each block extends throughout the year

Block 1 (36 weeks)
2
3
4
5
6

II **Semester model** (long and thin)

Each block lasts half a year (18 weeks)

Block 1 (18 weeks)	**Block 4 (18 weeks)**
2	**5**
3	**6**

III **Serial model** (short and fat)

Blocks are delivered one after another
A single block takes up a high proportion of the timetable of each six-week period

Block 1 **(6 weeks)**	**2**	**3**	**4**	**5**	**6**

IV **Tri-annual model** (long and thin)

Three blocks of 12 weeks, delivered in parallel

Block 1 (12 weeks)	**3**	**5**
2	**4**	**6**

Examples of delivery models devised by colleges

Some colleges are using an agreed framework of learning blocks for the whole college curriculum offer, providing enhanced choice for students across a common grid. The use of learning blocks is providing the infrastructure for modularisation or unitisation of the college curriculum in some colleges. (See **Part B, Section 1.3 Timetables**)

Examples of models devised by colleges follow over the next five pages.

College I 'Short and fat' model

The basis of the delivery programme for Intermediate and Advanced GNVQs will be to deliver two complete units over a five-week period before moving onto the next set of units.

This model will ensure that no one will have to wait more than four weeks to join the course at any time in the year.

Once both years of the Advanced programmes are running, individuals will be able to access the programme at any stage of those two years. In fact, there will be no distinction between first year and second year students.

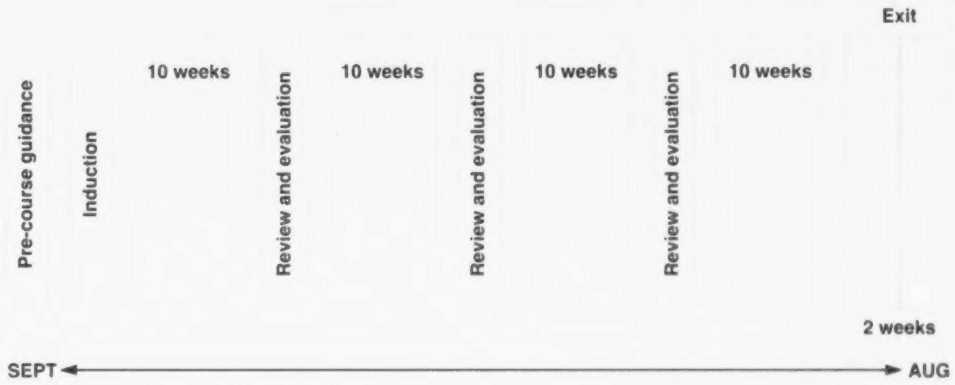
Group	1	2	
5 weeks	A	B	Units
5 weeks	B	A	
5 weeks	C	D	
5 weeks	D	E	
5 weeks	F	G	
5 weeks	G	F	

College II Whole college approach to a unit-based curriculum

The college year pattern has been designed to:

- i facilitate roll-on/roll-off programmes
- ii meet the need for ongoing monitoring and review of student progress against their action plans
- iii facilitate renegotiation of programmes and credit accumulation and transfer
- iv to allow credit accumulation. Whole 'units' are completed within each 10 week block, and accredited in week 11 or as soon as possible afterwards. A 'unit' could be a full GNVQ or NVQ unit (externally accredited) or an identified group of elements from a number of different NVQ/GNVQ units (can only be internally accredited).

The fourth ten-week block gives a 'whole year' basis for the operation of the timetable, where appropriate.



Learning blocks at College II (continued)

For non-GNVQ or NVQ programmes, a block could consist of a topic area or module, or a group of identified learning outcomes.

For GNVQs we are allowing 90 hours per unit, 60 hours class contact and 30 hours supported self study.

The 60 hours class contact could be delivered as:

— six hours a week for one ten-week block,

— three hours a week for two ten-week blocks,

— two hours a week for three ten-week blocks.

The preferred model is six hours a week for ten weeks so that the unit can be accredited,although this may not always be possible or appropriate, and different patterns can be negotiated.

We are establishing evening sessions which offer GNVQ mandatory, additional or optional units.

The timetable would look something like the example below.

Sample timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Mandatory	Mandatory	Mandatory	Mandatory	Additional
2.00	Optional	Optional	Additional	Additional	Additional
6.00	Additional	Additional	Optional	Optional	Optional

Note to programme teams

Review and evaluation weeks

Different types of programmes may use the review and evaluation weeks in different ways. GNVQ programmes will need to use these weeks to review action plans and plan for the next learning block, develop portfolios, etc.

NVQ programmes may wish to use the weeks in a similar way.

Non-NVQ/GNVQ programmes may wish to continue as normal during this week or spend sometime doing records of achievement.

Contact hours and staffing can be the same in these weeks as in the ten-week blocks.

College III Modular approach with three entry points

GNVQ piloting has led to the development of a college model for delivery, based on a modular approach, with the ability to recruit three times a year in the first instance. Tutorials are treated as modules which accredit core skills. GNVQ modules operate as five 'taught' hours a week over nine weeks (total 45hours).

The modular approach will involve 'short fat' modules, wherever possible synchronous with GNVQ units, delivered two at a time, rather than as 'long thin' modules, six at a time; i.e. nine weeks x five hours, with modules being turned round three times per year.

This would take 27 weeks, allowing an additional nine weeks over the year for induction, module turn-round, test administration and staff development, etc.

Using a nine-week delivery time allows at least two weeks between modules for assessment and induction of new students. Thus an annual programme can be mapped as below:

Main cohort		New cohort		New cohort		Summer cohort
2 weeks induction	9 weeks Module delivery	2 weeks assess/induct	9 weeks Module delivery	2 weeks assess/induct	9 weeks Module delivery	3 weeks assess/award
Sept	Oct/Nov/Dec	Dec	Jan/Feb/Mar	Mar	Apr/May/Jun	July

College IV Flexible delivery model

The team prefer the three-module model, dividing the year into eight-week blocks, with two weeks between each block for induction, review, action planning and work experience placements. An induction pack could also be prepared for use at other times.

GCSEs and IT would be offered over the whole year.

In each block would be offered a mixture of mandatory and optional units, two in each block. Additional units would be offered for six hours per week each. This offers the opportunity to take the test at least three times during the year. Revision packs will be provided for students resitting tests.

Cuemark software is provided on computers so that students can spend their own time practising tests in the workshop.

Modules are made up of a mixture of optional and mandatory units making six modules in all

Block one

2 weeks October - November

	Group A	Group B	Group C	Group D	
Induction (2 weeks)	◄	Workshop, IT	etc	►	2 hours
	Module 1	Mod 3	Mod 2	Mod 4	6 hours
	Mod 2	Mod 4	Mod 1	Mod 3	6 hours
	Addit	Addit	Addit	Addit	6 hours
	Tutorial	Tutorial	Tutorial	Tutorial	1 hour

Block two

November - January

	Group A	Group B	Group C	Group D	
	◄	Workshop, IT	etc	►	2 hours
Work placements/ Induction (2 weeks)	Module 5	Mod 2	Mod 6	Mod 1	6 hours
	Mod 6	Mod 1	Mod 5	Mod 2	6 hours
	Addit	Addit	Addit	Addit	6 hours
	Tutorial	Tutorial	Tutorial	Tutorial	1 hour

Block three

March - May/June

	Group A	Group B	Group C	Group D	
	◄	Workshop, IT	etc	►	2 hours
Work placement/ revision (2 weeks)	Module 3	Mod 6	Mod 4	Mod 5	6 hours
	Mod 4	Mod 5	Mod 3	Mod 6	6 hours
	Addit	Addit	Addit	Addit	6 hours
	Tutorial	Tutorial	Tutorial	Tutorial	1 hour

College V Mixed approach

The initial approach, at Advanced GNVQ Level, was to go for a unit by unit delivery model. The programme was identified unit by unit with no attempt at the outset to integrate. The team members were allocated areas according to existing BTEC delivery and specific skills inputs. In an attempt to emphasise the similarities and to maintain the continuity with previous BTEC courses, it was decided to deliver along existing lines, e.g. People and Organisation, and Organisation and Environment units.

Over the year, the limitations of this strategy became apparent and for Phase Two a change of approach has been adopted. Some units will be 'all year' units while others will be delivered in a semester. For Advanced GNVQ, there will be six mandatory units delivered in Year One, along with three additional units and the vocational extras. This will be followed in Year Two by two mandatory, four optional, and three additional units. This will enable some students to achieve 18 units and the core skills during the Advanced programme. At Intermediate level, while the programme will remain broadly the same, the reduction to 4 mandatory units will make it possible to attempt some 'semesterisation' and also give the opportunity for extra optional or additional units.

Proceed with caution

In developing these models, colleges have highlighted a number of issues, including:

- the need for strong programme team and tutorial structures to ensure that learning programmes do not become fragmented in the experience of the learner
- the need to consider whether each GNVQ unit in itself can be translated into a series of coherent learning experiences; it may be desirable to cluster some units for delivery purposes; some units may take relatively more time or less time
- the disadvantages of equating GNVQ units with subjects that can be timetabled for the whole year; e.g. limited opportunities to take external tests

1.2.iii Timing and sequencing the delivery of units

The unit structure of GNVQs poses questions regarding timing and sequencing.

Programme teams will need to consider whether there are advantages to students in offering units in a particular order.

e.g.

- 'front loading' the programme with mandatory units to enable students to 'get them out of the way', or to maximise opportunities for retaking the external tests
- spacing out mandatory units over the full length of the programme because students may perform better toward the end of the programme, and external tests will be staggered
- clustering related mandatory and optional units (or offering them in parallel)
- offering units in a 'logical' sequence based on an assessment of the 'subject' and the progressive requirements for skills, knowledge and understanding
- offering units in a particular sequence because of resource considerations; e.g. use of facilities, availability of work experience placements
- dissolving the notion of a linear programme with a fixed sequence of units and instead, offering a number of units in parallel, available to all relevant students; e.g. first or second year students; offering fast tracking or slow tracking

Some components of programmes may be provided throughout the year.

e.g.

- core skills development
- additional studies; e.g. A level, GCSE
- a major project or assignment
- work experience placement

Some examples of approaches adopted by colleges are provided on the next four pages.

College I

<table>
<tr><td></td><td></td><td>testing</td><td></td><td>testing</td><td>testing</td></tr>
<tr><td rowspan="6">Induction</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td><td rowspan="5">Major assignment</td></tr>
<tr><td colspan="2">Option unit A</td><td colspan="2">Option unit B</td></tr>
<tr><td colspan="2">Additional studies</td><td colspan="2">Additional studies</td></tr>
<tr><td colspan="4">Information technology</td></tr>
<tr><td colspan="4">Workshop</td></tr>
<tr><td colspan="5">Tutorial</td></tr>
</table>

College II

<table>
<tr><td>Week 0</td><td>3</td><td>11</td><td>19 20</td><td>27</td><td>35</td><td>36</td></tr>
<tr><td rowspan="6">Block 1
Induction
3 x 21 Hrs</td><td colspan="2">Block 2</td><td colspan="2">Block 3</td><td rowspan="6">REVIEW AND EVALUATION</td><td></td></tr>
<tr><td>Unit 1
8 x 8 Hrs</td><td>Unit 2
8 x 8 Hrs</td><td>Unit 3
8 x 8 Hrs</td><td>Unit 4
8 x 8 Hrs</td><td></td></tr>
<tr><td colspan="2">Option 1
16 x 4 Hrs</td><td colspan="2">Option 2
16 x 4 Hrs</td><td></td></tr>
<tr><td colspan="4">Core skills workshop
32 x 1.5 Hrs</td><td></td></tr>
<tr><td colspan="4">Personal tutoring
32 x 1.5 Hrs</td><td></td></tr>
<tr><td colspan="4">Additional units
32 x 6 Hrs</td><td></td></tr>
</table>

21 hours per week over 36 weeks = 756 hours

College III

ADVANCED GNVQ YEAR ONE

September					Jan/Feb					July
	First semester					Second semester				
	MU	MU	MU	Optional/ additional or A level		MU	MU	MU	Optional/ additional or A level	
	Core skills					Core skills				
Induction	Group tutorial and PRPT					Group tutorial and PRPT				'Catch-up' week
					Programme review and evaluation	One day per week work placement				

MU = Mandatory Unit
PRPT = Planning/Review/Progress Tracking

Suggested time allocation, assuming (say) 19 hours per week:

4 units per semester x 3 hours per week = 12 hours
Core skills = 3 hours
Group tutorial = 1 hour
PRPT – planning/review/progress tracking = 1 hour
Work placement visits by staff* = 2 hours

* Candidates spend one full day each week within appropriate vocational work-based environment for the second semester

ADVANCED GNVQ YEAR TWO

First semester						Second semester					
MU	MU	Option Unit	Option Unit	Optional/ additional or A level		Optional/ additional	Optional/ additional	Optional/ additional	Optional/ additional	Optional/ additional or A level	Clear-up week
Group tutorial and PRPT						Group tutorial and PRPT					
					Programme review and evaluation						

MU = Mandatory Unit

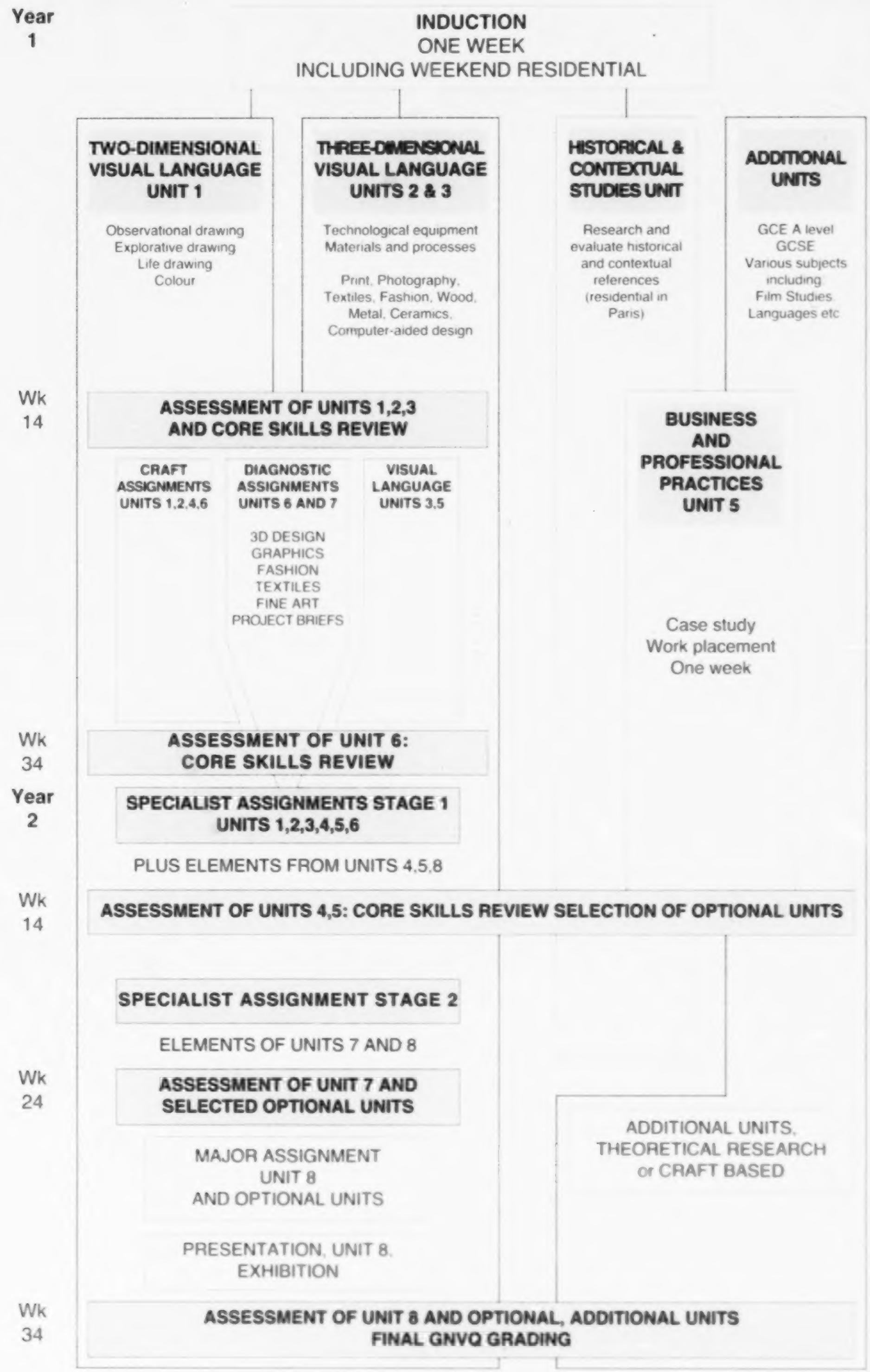
Suggested time allocation, assuming (say) 19 hours per week:

5 units per semester x 3 hours per week = 15 hours
Group tutorial = 1 hour
PRPT – planning/review/progress tracking = 1 hour
Personal/academic tutorial = 2 hours

College IV

GNVQ BUSINESS		
WEEKS 1–2	INDUCTION	
WEEKS 3–18	MANDATORY 1 MANDATORY 2 OPTIONAL 1	ADDITIONAL UNITS SKILLS DEVELOPMENT PE TUTORIAL
WEEK 19	TESTS	
WEEKS 20–35	MANDATORY 3 MANDATORY 4 OPTIONAL 2	
WEEK 36	TESTS	

GNVQ Advanced Art and Design programme structure


Year 1
INDUCTION
ONE WEEK
INCLUDING WEEKEND RESIDENTIAL
TWO-DIMENSIONAL VISUAL LANGUAGE UNIT 1
Observational drawing
Explorative drawing
Life drawing
Colour
THREE-DIMENSIONAL VISUAL LANGUAGE UNITS 2 & 3
Technological equipment
Materials and processes
Print, Photography, Textiles, Fashion, Wood, Metal, Ceramics, Computer-aided design
HISTORICAL & CONTEXTUAL STUDIES UNIT
Research and evaluate historical and contextual references (residential in Paris)
ADDITIONAL UNITS
GCE A level
GCSE
Various subjects including Film Studies Languages etc
Wk 14
ASSESSMENT OF UNITS 1,2,3 AND CORE SKILLS REVIEW
CRAFT ASSIGNMENTS UNITS 1,2,4,6
DIAGNOSTIC ASSIGNMENTS UNITS 6 AND 7
3D DESIGN
GRAPHICS
FASHION
TEXTILES
FINE ART
PROJECT BRIEFS
VISUAL LANGUAGE UNITS 3,5
BUSINESS AND PROFESSIONAL PRACTICES UNIT 5
Case study
Work placement
One week
Wk 34
ASSESSMENT OF UNIT 6: CORE SKILLS REVIEW
Year 2
SPECIALIST ASSIGNMENTS STAGE 1 UNITS 1,2,3,4,5,6
PLUS ELEMENTS FROM UNITS 4,5,8
Wk 14
ASSESSMENT OF UNITS 4,5: CORE SKILLS REVIEW SELECTION OF OPTIONAL UNITS
SPECIALIST ASSIGNMENT STAGE 2
ELEMENTS OF UNITS 7 AND 8
Wk 24
ASSESSMENT OF UNIT 7 AND SELECTED OPTIONAL UNITS
MAJOR ASSIGNMENT UNIT 8 AND OPTIONAL UNITS
PRESENTATION, UNIT 8, EXHIBITION
ADDITIONAL UNITS, THEORETICAL RESEARCH or CRAFT BASED
Wk 34
ASSESSMENT OF UNIT 8 AND OPTIONAL, ADDITIONAL UNITS FINAL GNVQ GRADING

1.3 *Timetables*

1.3.i Components

The components of a GNVQ timetable and the way in which these are arranged will, of course, depend on the delivery model which is adopted.

For example

Learning and assessment programme

- unit-based or integrated
- access to additional studies
- co-teaching with related A levels

Core skills

- totally integrated
  - taught classes
  - timetabled workshop sessions
  - attendance at workshops in 'free' time

Additional studies

- limited choice of additional studies

  e.g.
  - timetabled additional GNVQ units
  - timetabled GCSE English and Maths or a related A level for the whole group
- maximum choice of additional studies
  - access to as wide a choice as possible

Tutorials

- timetabled weekly group tutorial session
- timetabled slots for individual tutorials
- integrated with mandatory units
- integrated with core skills
- suspension of timetable for review and action planning period (for example, one week) between learning blocks

Directed private study/supported self study

- timetabled attendance in workshops or resource centres
- attendance in individual students' 'free time'

Work experience

- regular weekly placement
- blocked placement

1.3.ii Time allocations

The proportions of time allocated on the weekly timetable to the various components of the programme will also depend on the model adopted. Considerations concerning the level of the qualification and the needs of target 'groups' of students will also be relevant.

For example:

College A

vocational units	10 hours
learning support	2.5 hours
additional units	5 hours (Day 5 grid)
core skills	integrated with vocational units
simulated work experience	3 hours
	Total: 20.5 hours

College B

mandatory units	6 hours
optional units	3 hours ('long and thin' model)
additional studies	4 hours
skills development	3 hours
tutorial	1 hour
P.E.	1 hour
directed private study	2 hours
	Total: 20 hours

College C

Module One	5 hours
Module Two	5 hours
Tutorial/Core Skills	5 hours
(can be integrated with vocational units by extending hours allocated to modules, or by double staffing)	
Additional studies or learning support	5 hours
(for some students this will include 'remedial' learning support; other students may undertake an A level, GNVQ additional units or NVQ units)	
	Total: 20 hours

College D

The weekly timetable should include:

i. A maximum average class contact of 18 hours per week.

This must include some timetabled learning centre activity which could be an amount each week or blocks throughout the year;

ii. 1 hour RoA;

iii. 1 hour pastoral;

iv. Extension studies. (2 and a half hours per week for 2 terms out of 3, for all first year full-time programmes).

Total: 18 hours (max)

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1.3.iii Flexibility

Not all allocations of programme time will appear on students' timetables. The delivery model may mean that hours are allocated to staff rather than to discreet or fixed timetabled sessions.

For example:

- case loaded tutorial time
  Members of the programme team may have a weekly allocation of time which they will use to ensure regular one to-one contact with an agreed number of students. This contact could take place during a student's timetabled time for vocational units or core skills support.
- 'peripatetic' core skills support or co-teaching
  Programme hours may be allocated to specialist core skills staff who might work with individual students or small groups, in timetabled vocational unit slots, alongside the vocational unit teacher.

Individual students may have individual timetables adding up to an agreed number of hours.

For example, each student is expected to 'clock-up' three hours of supported self study as part of their weekly timetable, but the slot will vary depending on the other components of their programme.

Learning and assessment activities for GNVQs do not sit easily within brief timetable slots. Activities such as assignment work, simulations, presentations, group projects and visits require more time than a conventional single or double period. Timetable slots of between two and four hours will allow for sustained periods of activity and will contribute to the coherence of unit based programmes. Tutorial sessions may need to be shorter.

Timetables may change during the year.

For example:

- The first ten weeks consists of an extended induction programme, which uses an integrated approach to delivery, and which is common for all students recruited to a vocational area. Weeks 10-12 are used for sorting students into groups for different GNVQ levels, and negotiating individual programmes. Term Two is based on new timetables.
- The timetable changes half way through the year. Taught skills development classes are replaced by longer timetable slots to allow for more activity based assignment work, and by timetabled sessions in core skills workshops.

Some programme teams have adopted a flexible approach to delivery whereby groups of students are timetabled for blocks of time (e.g. a morning or afternoon) in a base room, and are supervised by one or more members of the team, depending on the area(s) of work that are currently being undertaken. Staffing for a particular slot may vary from week to week, depending on progress made and the focus of the work being covered.

The availability of learning workshops for supported self study, together with the availability of learning packages and materials, will enhance the flexibility of learning programmes for individuals; e.g. in the event of unavoidable timetable clashes, or for students who need to repeat a unit.

One college reported that:

> Last year, all GNVQ learners were entitled to five hours per week supported self study as part of their programme. From next September, centralised supported self study workshops will be available on the college's main sites. Close liaison between the workshop managers and supervisors and GNVQ programme teams will ensure the success of supported self study.
>
> The Vocational Support Centre provides Maths, English and IT support for individual learners who require additional help to enable them to progress successfully through their GNVQ programmes. In addition, GNVQ programme teams are able to book groups into the core skills workshop to assist with the development of core skills within mandatory and optional units and to re-evaluate the production of the RoA.

1.3.iv Timetable grids

GNVQs may be offered as discrete programmes constituting a student's whole timetable. A 'fixed' programme might be designed for a group of students.

For example, a GNVQ Leisure and Tourism programme could include a 'fixed menu' of optional units contextualised to provide a focus on sports management. All students would have the opportunity to improve their GCSE English and/or Maths grades, and to obtain certificates in first aid, coaching, and lifesaving.

Alternatively, GNVQs can be timetabled to provide maximum flexibility in terms of:

composition of GNVQ	— choice of optional and additional units
pace and sequence	— availability of units at different times of the year
qualification and progression routes	— access to additional studies, including A, A/S levels, GCSEs, NVQs, other qualifications and certificates

Some colleges have seen the adoption of a whole college timetable framework as a means of enhancing choice for students, thereby raising recruitment and achievement levels, and optimising resource utilisation.

A timetable framework designed to promote access, flexibility and choice for students, and an efficient use of college resources (e.g. accommodation, facilities, staff time) will need to be based on two critical factors:

- an agreed college grid
- harmonisation of start and finish times for all grid slots

Access for GNVQ students to the GCSE grid

At a relatively simple level, GNVQ students will be able to include one or more GCSEs, A/S level(s) or A level(s) within their programmes. 'Additional Studies' slots are timetabled to coincide with the college GCSE/A level grid, at times when popular subjects, or subjects likely to be relevant to GNVQ areas, are available. (see Examples 1 and 2 overleaf)

Common grid for the whole curriculum offer

At a more complex level, some colleges are seeking to create one grid for the whole college curriculum offer, often combining this with a drive towards modularising or unitising the curriculum. Hence GNVQ units, NVQ units, GCSEs and A levels, IT and other core skills development would all be included on the same grid. In this way A level and NVQ candidates would be able to include GNVQ or core skill units in their programmes, and GNVQ students could undertake optional or mandatory units from other vocational areas as additional units. (see Examples 3 and 4 on pages X and x)

Example I Access for GNVQ students to the GCSE grid

One of the college's aims is to develop customised individual programmes of study for the students and for this purpose a start has been made to put in place a cross college grid which will allow students to mix GNVQ units, NVQ units, A levels, GCSEs and other qualifications. A modest start has been made this year with all GNVQ mandatory and optional units being completed on four days of the week. On the fifth day students opt for additional GNVQ units, A levels/GCSEs from the grid or NVQ Business units. Programme team leaders choose which is to be the 'fifth day' for their programmes, so as to make available the most appropriate combination of options for students.

Example 2 GNVQ leisure and tourism — access to the college grid

	A (Mon)	B (Tues)	C (Wed)	D (Thurs)	E (Fri)
GNVQ Intermediate am		Researching tourist destinations	Customer services Promoting products and services		
pm		Investigating environmental issues	Investigating leisure and tourism		
GNVQ Advanced am	Personnel policies and procedures Business law	Planning for an event (L&T)		Behaviour at work	Customer care
pm	Financial accounting	Word-processing/IT	Investigating the holiday industry	Financial planning and control	
NVQ	Business Admin.		Business Admin.		
A level	Graphics Law Theatre Design Maths Geography German	Economics Physics Sociology Theatre Studies French	Art Chemistry Gov. and Politics History Spanish Film Studies Punjabi	Accounting Literature Sports Studies Italian Geology	Biology General Studies Religious Studies Psychology Russian
GCSE	Accounts English English Lit. Maths Science German	Business Studies English Graphics Maths Home Economics French	Computer Studies English Maths Human Biology Geography	Art/Drawing History Psychology PE Design/Drama Punjabi Italian English Maths	Dance English Spanish Maths Sociology

Example 3 Moving toward a common grid for the whole college curriculum

The timetable structure for this year has been designed to facilitate maximum flexibility for students to study various combination of GNVQ, NVQ, A level, GCSE, BTEC (non-GNVQ/NVQ) and C&G (non-GNVQ/NVQ) programmes.

Some elements of the timetable structure are common to all programmes and some apply only to GNVQ programmes.

What should be timetabled when?

It would be helpful if activities that GNVQ students might commonly wish to take as additional studies could be timetabled in *Additional unit* slots on the grid, e.g. if students taking GNVQ Hotel and Catering wish to take an NVQ in food production as an additional unit, food production activities must be available in an *Additional unit* slot.

TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10:30 10:45 12:15	Mandatory	Optional	Mandatory	Additional	Additional
1:15					
2:45 3:00 4:30	Optional	Additional	Additional and Extension Studies	Mandatory	Mandatory
6:00	learning centre drop in learning support meetings				
9:00	Additional	Additional	Optional	Optional	

Example 4 Blocking GNVQ, GCSE and A-level provision

Advanced GNVQ and A level provision

The timetable is divided into FIVE blocks:
A B C D and X

Each block takes up to five hours per week, except X block which occupies 13 hours.

A levels are offered in blocks, A, B, C and D, popular A levels being repeated in each block.

Advanced mandatory units are offered in X blocks thus ensuring no clash with A levels. Twelve hours per week could be allowed for mandatory units, plus tutorial time.

Optional units and some GNVQ additional units could be offered in A-level blocks (4/5 hours each).

Optional and additional units would also be repeated where student numbers allowed.

Optional and additional units from other programmes would be accessible for programmes to take up.

A-level students could pick up mandatory, optional or additional units to enhance their programmes.

A block	B block	C block	D block	X block
English	French	German	Computer	Mandatory
Computer	English	French	German	
Bus. Law	Eur. Studies	Bus. Law	Eur. Studies	

Optional and additional units must not cross blocks, they must fit into a block.

Intermediate GNVQ and GCSE provision

GCSEs are offered in blocks E–J (four hours each). Mandatory units are in an alternative block to allow maximum choice of GCSEs. Optional and additional units would need to be blocked in the GCSE blocks.

Mandatory units are delivered in a modular pattern, as above, or each module lasting eight weeks and repeated three times a year, allowing time for induction, revision and work experience.

Optional units should follow the same pattern as the mandatory units.

NB: It is difficult to develop a timetable pattern which does not throw up some problems. There will always be some difficulty. The aim is to provide maximum access for the maximum number of students. This includes adult students who may wish to access into only part of the programme, and students from high schools who already have some units (particularly at Foundation and Intermediate level).

All front sheets, skills logbooks and unit logbooks follow the same pattern for all programmes, to allow ease of recording. The same assessment recording system is therefore used on all programmes.

1.4 *Additionality*

As well as working towards the GNVQ qualification, some students may decide to include 'additional studies' in their programmes.

Additional studies could include:

- **GNVQ additional units**

  A variety of additional units are available from the different GNVQ awarding bodies. All must be approved by NCVQ and are described and assessed in the same way as other GNVQ units, with elements, performance criteria, range and evidence requirements. Additional units are certificated. Some units cover generic' areas such as a modern foreign language, maths, and business enterprise. Others provide a means of adding breadth or more focused study within a particular vocational area; e.g. Food Applications in a Care Setting; Professional Practices in Graphics and Lens-based media.

  Optional or mandatory units from another vocational area or level can also act as 'additional units'.

- **Other qualifications or part qualifications**

  For example:
  - GCSEs
  - an A or A/S level
  - an NVQ or NVQ units
  - specialist vocational certificates, e.g. sports coaching
  - health and safety certificate
  - first aid certificate

- **Non-certificated activities**

  For example,
  - sports,
  - music
  - drama

- **Work experience**

Additional FEFC(E) funds are available for certificated additional studies, in the form of both on programme and achievement units. This may discourage some colleges from providing additional studies which are not certificated, such as sports activities, music or drama. Many colleges believe that such activities are important for the personal development of individuals, and a significant factor in recruiting 16-19 year olds. They are therefore finding ways of continuing to allocate resources to such activities.

Additional studies might be included in a student's programme for a number of reasons. For example:

- to broaden the programme, by taking an additional GNVQ unit in languages, IT skills or from another vocational area
- to enable increased specialisation, by taking GNVQ additional units, extra optional units, an NVQ unit in the same vocational area, or in a related A level

- to strengthen an individual's portfolio of skills for progression purposes

  e.g.

  - maths A level or additional units for a student intending to study science or engineering at university
  - NVQ units for a student intending to progress into employment
- to stretch and demonstrate an individual's capabilities
- for personal development and interest; e.g. drama, sport

It would be advisable for programme teams to consider in which circumstances it would not be in a student's best interests to undertake additional studies. For example:

- an A level in broadly the same area may duplicate, rather than complement or supplement the GNVQ, hence taking up time and energy, without bringing any advantage
- a student with poor grades in English or Maths GCSE may achieve more by concentrating their efforts on improving their numeracy and communication skills and meeting core skills requirements, than by retaking the GCSEs
- by focusing effort on the Advanced GNVQ, instead of taking on the additional demands of an A level, a student might achieve a better quality portfolio and a higher GNVQ grade

There is a general concern to ensure that the value and utility of GNVQs, in their own right, for progression purposes, is not diluted by the automatic inclusion of additional qualifications within learners' programmes.

Providing access for GNVQ students to appropriate additional studies to suit their individual career aims, interests, and learning needs, is primarily a timetabling issue. In some colleges, a limited programme of additional studies is timetabled for the whole group. Other colleges are seeking to maximise choice and flexibility by providing access for GNVQ students to the college grid. Some colleges are seeking to implement a common grid for the whole curriculum offer, thus enabling non-GNVQ students also to access GNVQ units.

(See **Part B, Section 1.3 Timetables**)

1.5 *Core skills*

1.5.i Background

Core skills are generic, transferable skills which underpin a whole range of activities in daily life. Core skills were derived as a result of a joint initiative by a number of national agencies concerned with education and training. The development of core skills builds on earlier work by the awarding bodies, and recognises the importance that employers, the Confederation of British Industry (CBI) and the Trades Union Congress (TUC) attach to such skills. NCVQ has developed core skills units at levels 1 to 5 in:

Core skills units	Status as at 1994
● Communication	mandatory core skills units required for award of GNVQ specifications issued and accredited by NCVQ
● Information Technology	
● Application of Number	
● Personal Skills – Working with others	additional core skills units specifications issued and accredited by NCVQ
● Personal Skills – Improving own Learning and Performance	
● Problem Solving	a further core skills unit specifications issued for development purposes. Unit not currently accredited by NCVQ achievement recorded in the National Record of Achievement (NRA)

Core skills units are being incorporated in a variety of programmes, and can be offered alongside existing vocational and academic qualifications, as a means of developing and recognising these skills.

Within GNVQ, three core skills units are mandatory: **Communication**, **Information Technology**, **Application of Number**. To achieve a GNVQ at any level, candidates must achieve the three mandatory core skills units at least at the same level. Candidates who are capable of achieving core skills units at a higher level than the target qualification should be given the opportunity to do so, and their achievement will be certificated. Candidates who do not achieve the mandatory core skills units at the appropriate level, will have their achievement recorded, but will not be awarded the qualification.

The three other core skills units are not required for the achievement of the qualification but the Personal Skills units are available as Additional Core Skills units. At the time of writing (Summer 1994), the specification for Problem Solving has not yet been accredited by NCVQ, although achievement can be recorded in a candidate's National Record of Achievement. Many colleges are addressing all six core skills in their GNVQ programmes.

Core skills units emphasise the application of skills in practical settings. Correspondence between National Curriculum Mathematics statements of attainment and the Application of Number core skills units is indicated in the range for each element. The relationship between the National Curriculum and core skills units in Communication and Information Technology is less precise. Evidence from GCSE course work would need to be matched against the core skills unit specification (elements, performance criteria, range) in order to obtain formal recognition of prior achievement for the GNVQ.

1.5.ii Guiding principles

Whatever approach is adopted for the delivery of core skills some common guiding principles can be identified.

Principle
That GNVQ Core Skills are developed and assessed as far as possible through the vocational programme, and that vocational staff work closely with core skills staff

- All members of programme teams will need to be familiar with core skills specifications. Staff development could be provided by core skills specialists, to assist programme teams to explore the potential for core skills development in vocational activities and contexts.
- The programme team will need opportunities to clarify their understanding of core skills requirements, to agree definitions of standards and a common approach to assessing and recording performance in core skills. A case study approach, based on samples of students' work, and using agreed documentation for recording skill achievement, will assist this process.
- All members of programme teams should be involved in the designing of learning programme and strategies to ensure the progressive development of core skills.
- Programme teams without core skills 'specialists' will need access to advice, and ongoing contact with the core skills support services in the college.
- The identification of core skills in learning programmes, and monitoring of learners' progress in core skills will need to be rigorously coordinated by a designated member of the programme team.

Principle
That students maximise their core skills development and achievement

- Initial diagnostic assessment will result in an individual profile of strengths and weaknesses, and perhaps some indication of the reason for a student's difficulty. Each student will need targeted activities to address areas of weakness. Students who are capable of achieving a higher level core skills unit than their target GNVQ will need appropriate opportunities for assessment and recording of their achievement. Appropriate systems and documentation will need to be in place.

- Some students will want to develop their core skills beyond the requirements of the target GNVQ; e.g. it is likely to be advantageous for students on manufacturing programmes to gain additional units in mathematics.
- Core skills need to be progressively **developed** through learning and teaching, as well as being identified and assessed.
- Learners need to understand, early in their programme, how and why core skills are part of their learning programme, and how the different teaching and learning methods will help them. Learners need to understand the assessment criteria in order to be able to work on improving their performance. The identification of core skills within activities, and self assessment by learners, will assist this process.
- The development of core skills will be fostered by the use of a variety of learning strategies and environments; e.g. group assignments, supported self-study, practical activities, work experience resource-based learning.
- During learner-centred assignment work, staff should be available to provide learning support and appropriate intervention, as well as act as a resource.
- It is important to be realistic about the relationship between entry criteria for a programme and the level of core skill support that will have to be provided, if some learners are to achieve the GNVQ.

1.5.iii Delivering core skills

Core skills units demand the application of skills within a vocational context. The extent to which these skills can be both developed (taught/learnt) and demonstrated (for assessment purposes) within a vocational context will depend on a number of issues:

- the scope for practising and using the various core skills within a particular vocational area
- the level of support likely to be needed by particular students. This will be affected by recruitment policy, entrance criteria, target students, catchment area etc.; e.g. ESOL students' requirements for language support
- the skills of the staff on the programme team; e.g. in IT or Maths
- the availability of facilities and college support services; e.g. learning workshops, IT facilities

Learning and teaching

In order for learners to make progress in core skills development, it will be necessary to provide:

- **'input'**
  - to teach new skills
  - to make links between skills
  - to bring a student to a minimum starting level
  - to teach the skills that will be required within a particular assignment or context
  - to allow progression to a higher level

- **practice**
  - to enable students to:
  - gain confidence in application
  - develop advanced skills
  - apply skills within a variety of contexts
  - consolidate or extend skills

- **a variety of activities**

For example	*Sample activities*
learning strategies to develop understanding	
– consideration of purposes	discussion; action planning; reviewing; action research; small group work;assignment work
– making links, comparing, contrasting	discussion;reviews; case studies; role plays
learning strategies based on doing	
– observing	demonstration; work shadowing; videos
– reflecting	review sessions; self assessment; giving feedback; action planning
– problem solving, hypothesising questioning	problem solving material (e.g. case studies); action research; simulations; analysing problems; identifying alternatives; experimentation; testing

Delivery models

Options for modes of delivery fall into two broad categories:

- **Integrated**

  Core skills are developed, practised and assessed within vocational sessions and vocational assignments

- **Discrete**

  Core skills are taught, developed and practised within discrete provision

In practice, colleges are using a range of permutations based on these two broad categories, to suit local circumstances.

For example:

Integrated

Core skills taught, developed and assessed through vocational activities

For example

- core skills identified in assignments and activities, and assessed by the programme team
- double staffing by 'core skills specialists' and vocational teachers
- 'core skills specialists' advise programme teams on development , delivery and assessment of core skills
- core skills specialists act as tutors in assessment and review sessions

Discrete

Timetabled classes, timetabled workshops,open access workshops

For example

- discrete timetabled core skills slots for each vocational and/or level group
- discrete slots common to students from all vocational areas
- discrete slots based on core skills unit target level
- discrete slots based on diagnostic assessment profiles

Combination

For example

- dedicated core skills development units 'front loaded' at the beginning of a programme; subsequent core skills development and assessment within vocational units

College experiences

Integrated core skills development

Core skills specialist staff are full members of vocational course teams. They prepare teaching materials and assignments with vocational staff; they teach on the course and are involved in the assessment and recording of achievement.

Assessment of core skills has been built in, by means of assignment design, and auditing of core skill coverage. The outcomes of core skills assessments are recorded on the assignment and again by the student (following a brief discussion with the subject teacher), in their Core Skill Record Booklets. Students meet with their course tutor, at termly intervals, when their progress in core skills is assessed through evaluation of documentation and discussion. If students seem to need additional support in a particular core skill area, they attend additional workshops where they be able to practise these skills.

A core skills tutorial is timetabled for one hour per week with core skills specialists, for assessment and review of core skills activity within vocational activities.

Mapping core skills coverage

All GNVQ programme teams have received staff development on the delivery, assessment and accreditation of core skills. Teams are encouraged to integrate core skills into vocational activities within mandatory and optional units.

Core skills are developed by programme lecturers who are advised to acquaint themselves thoroughly with core skills criteria and range statements, and then to design vocational activities which cover the requirements. Mapping sheets have been designed so that core skills coverage is systematic and comprehensive.

Example of mapping sheet

Application of Number within Intermediate Manufacturing

Element 4.1 Group 2 Techniques

Range	*Activity*	*Vocational Unit*
Drawing and Constructing 3D objects	a Construct a package for a washing powder	5.2
	b Draw other possible designs for such a package	

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College experiences

'Discrete' core skills development

Support for students in Application of Number has been available as part of all programmes. This has meant 'traditional' maths classes to develop the underpinning skills, which have then later been assessed in the vocational context. The way that this has been carried out has varied across programmes. In Business this has been done in six week blocks of one and a quarter hours,while in Art and Design it has been done as one and a quarter hours per week over two terms. In addition, students who are particularly weak have been guided to the 'Key In' centre where they can obtain individual tuition in basic maths and communication skills. All students have had the opportunity to opt into GCSE classes.

Additional core skills classes, especially application of number and IT, are timetabled as part of the GNVQ programme. They are taught by core skills staff, but provide vocationally-related work to support the students' core skills achievement.

Specialised core skills learning centres are available for separate subjects; i.e. maths, IT,communications, business studies. Additional self-study materials for core skills are written by core skills staff but are related to the vocational subjects.

Some core skills development is front-loaded; e.g. personal skills and IT, so that students become competent earlier in the course in order to achieve vocational unit evidence.

Core skills staff prepare additional vocationally relevant core skills learning materials for use in learning centres and provide specialist staffing support in the centres.

GNVQ students have an entitlement to a number of class contact hours and can buy-in additional workshop time. The hours follow the student.

Combined 'integrated' and 'discrete' core skills delivery models

The core skills coverage was identified within the assignment package and duly mapped. All the level 3 Communication skills were clearly and realistically identified and mapped. The IT skills were more problematic. Approximately 50% of the elements were found to be 'naturally' embedded within the assignment programme and mapped, with the remainder delivered separately by specialist IT staff. Application of Number was undoubtedly the most difficult to embed within the assignment programme and the majority of the elements were delivered separately. APL and diagnostic testing were a feature of skills delivery.

Vocational assignments were written by the Health and Social Care team, in the summer, to cover vocational specifications, but using core skills staff to advise on core skills inclusion. Core skills were mapped against these assignments. A separate core skills teaching programme was devised by core skills staff for Year 1, for two reasons; firstly to improve students' performance in core skills, and secondly to cover assessment of core skills not included in other assignments.

Core skills will be delivered within a contextualised format wherever possible, but with specific teaching time allocated for elements requiring specialist input.

Auditing core skills

The Health and Social Care team have carried out an audit of the core skills covered in their course. Each team member who has responsibility for at least one unit, mandatory or optional , was asked to plan their course and write related assignments. An audit was then carried out to evaluate core skills coverage over the whole course. The course co-ordinator is now in the process of planning additional activities, or requesting changes, to ensure sufficiency of core skill coverage by students throughout their course.

Understanding core skills

In order to ensure students fully understand core skills and how they fit into their chosen course, Programme co-ordinators were given the task of producing instruction booklets in student friendly terminology. This is in addition to the organisation of the programme being fully explained to students as part of the induction process, and the role of core skills within it. In addition, when students produce work, a core skills sheet, fully explaining assessment of their work, is attached, to aid their understanding and so that they can transfer this information into their Core Skills Booklet.

Standardising assessment

In order to facilitate assessment standardisation, small-scale agreement trials were carried out last year amongst vocational teams piloting the GNVQ courses. This exercise highlighted the importance of having core skills' specialists as part of the vocational team, to ensure students' core skills are being developed, not just assessed.

Diagnostic assessment

Induction assignments are heavily loaded with core skills in order to identify strengths and weaknesses and to highlight the importance of future core skills work. Core skills action plans are drawn up partly through discussion with learners on the basis of their NRA.

Core skills policy

The college Core Skills Policy Guidelines, which were drafted a year ago, have recently been revised and incorporated into the learning policy of the college. The core skills element of this policy addresses the following areas:

- delivery of core skills;
- assessment of core skills;
- accreditation of core skills;
- National Record of Achievement;
- progression of the learner in terms of core skills.

Staff roles

Core skills co-ordinator

A cross college GNVQ Core Skills co-ordinator has been appointed and given remission time for development work across all GNVQs. The role includes promoting and facilitating core skills with all GNVQ staff and students, and ensuring that up-to-date information is circulated.

Core skills teams

A cross-college core skills team has been created which consists of communication, IT, maths and numeracy specialists. The staff are timetabled as members of vocational course teams. They prepare teaching materials and assignments with vocational staff, as well as teaching and providing tutorial support on the vocational course. The core skills team members also meet regularly to develop and share ideas. They have developed cross-college core skills documentation for induction, action-planning, and recording achievement.

1.6 Work experience

GNVQs are intended to provide broad-based vocational education, covering knowledge, understanding and skills within a broad vocational area. Unlike NVQs, realistic working environments are not necessary for GNVQ learning and assessment purposes. On the other hand, most students find first hand experience of a relevant working environment both motivating and informative.

Work experience can provide:

- a rich context for learning (a context for acquiring, making sense of, trying out, extending and consolidating knowledge, understanding and skills)
- opportunities for gathering portfolio evidence for assessment purposes
- evidence and experience for progression purposes
- a taste of working in a particular vocational area or environment, to inform career decisions

Many colleges try to provide access for GNVQ students to some work experience.

For example

- timetabled as one day per week; benefits are spread evenly throughout the programme.
- as a 'learning block'; e.g. of three or four weeks. For students who are also undertaking an A level or GCSE, this would need to be scheduled at an appropriate time in the year, such as July.
- as a project or ongoing scheme (see examples overleaf). The work experience placement or activity provides an ongoing part of the GNVQ programme, with a planned role in contributing evidence for assessment purposes.
- as a means of gaining employment; students may be taken on by the company, having shown what they can do.

Part-time students who are employed in occupations relevant to the GNVQ vocational area may be able to use their work as a context for learning and as a source of evidence for assessment. They will need to be supported in this by appropriate assignments (structured learning or assessment activities) and through detailed discussions with a tutor, to clarify what kinds of activates and evidence might be available or appropriate. It will also be important to gain the support of the employer, if possible.

Work experience could also generate evidence relevant to an NVQ. It may, therefore, be appropriate to include identified NVQ units within a student's individual action plan and programme of additional studies.

Involvement with work experience placements and employers also provides opportunities for staff to update their own experience of a vocational area.

For example

- Members of the programme team could also undertake a period of work experience;
  - work shadowing/observation
  - interviewing employers, supervisors, and employees
  - generating learning materials and assignments on the basis of the above

(For further information, see **Part A, Section 5.2 Staff Development**)

- Employers could be invited to join a programme area advisory panel

Work experience placements may be more attractive to employers if the college is able to offer a service in return.

For example

- NVQ assessment for employees (see example opposite, Mutual Benefits Arrangements)
- consultancy on training needs
- customised training for employees
- access for employees to college programmes

Work experience — some college experiences

Making effective use of work experience

We are convinced that work experience is a vital component of any GNVQ programme,providing an important opportunity for students to gain a real practical experience of the vocational context of their studies.

At Foundation and Intermediate Level, where the GNVQ constitutes the whole programme for many students, work experience is part of their weekly programme. This means that the work placement can be used for the ongoing development of vocational knowledge and understanding. Students attend their placement regularly, having negotiated with their tutor a series of specific activities they need to undertake. These might include:

- gaining information about organisational structures and employment possibilities;
- gaining information about Health and Safety procedures, marketing techniques, etc.;
- direct experience of vocational tasks at which they wish to develop their expertise.

This information and experience feeds directly into their work at college, and adds greatly to their appreciation of its relevance.

This model has worked very well, although there have been some problems in freeing staff to visit students in their placements. We have used supply cover to provide extra time but this is not an ideal solution.

Whilst such regular experience can be motivating and relevant to students, this model is not appropriate for most Advanced level students because their programmes include other qualifications; e.g. NVQ units, A, A/S or GCSE courses, coaching awards, etc. This requires them to fit into the college's existing timetable framework, otherwise such additionality would be severely constrained. Consequently this precludes a one day per week model and requires us to use block placements. The placements are associated with specific units so that the students (and the employers) will have a clear plan of the purposes both in terms of skill enhancement and information gathering.

Evaluating work experience — learning the lessons

Periods of work experience were undertaken by Leisure and Tourism students at both Intermediate and Advanced levels.

Intermediate

Two weeks work experience took place in Term Three, and although successful, it was not sufficiently related to the assignment programme. It requires more structuring, and a possible extension to three weeks.

Advanced

Three weeks work experience took place in Term Two. However, the timing was not good as it took place in what is traditionally a slack period in the Leisure industry. This will be changed for next year. The placements were used in relation to Units 3 and 8, Customer Care, and Evaluating Facilities.

A large proportion of the Intermediate students (80%) were employed part-time on entry to college. The majority of jobs were in vocationally related areas. The figure was less substantial for Advanced GNVQ students but increased during the year. This vocational experience should be more effectively used to contribute to their development during the programme.

Demonstrating commitment to a chosen career

Several of the Health and Social Care students are acquiring some relevant experience to demonstrate their commitment to their chosen career. For one student we have negotiated two days a week for a year with the Health and Safety Executive of the local council. The student will be devising 'no smoking' policies, and visiting firms to help with the implementation of such policies. The student involved in this project is keen to become a health and safety officer and has been advised that there may well be a job for her at the end of the programme which will include access to Higher Education. The programme not only assists her with her future plans but also helps her to complete one of her optional units for GNVQ Advanced Health and Social Care, provides evidence for various performance criteria in other units and fulfils several performance criteria for the Core Skills units, especially Communication.

'Mentor' companies

In one college, conventional work experience was not included as part of the GNVQ programme.

Instead, each student was allocated to a 'mentor' company which they visited in January, to gain information for their assignments in relation to particular GNVQ units. For GNVQ Business students, one day per week was allocated to the Business Mentor Scheme, supported by timetabled staff time. Unit 2 Business Systems, plus specific elements from other units, were covered in this way.

'Mutual benefit' arrangements

We are working hard on the development of arrangements with organisations who are willing to offer our students opportunities, in return for training for their own staff or some publicity.

One such venture is the project being developed with British Rail Network South-East. Two GNVQ groups — Business, and Leisure and Tourism, — will take over an unmanned railway station, and develop, amongst other possibilities, a retail outlet for the sale of British Rail specialised excursion tickets. Network South-East have promised to pay student rail fares to and from the station, and to appoint two trainee managers to run the outlet, so that there can be daily cover. The BR trainee managers will supervise the students, thereby gaining experience and evidence for an MCI qualification. We envisage that the students who are most likely to be involved in this project will be those who are not electing to study an A level or GCSEs alongside their GNVQ.

A second project aims to develop a Retail Travel Agency on the college site, and we are at the stage where we await ABTA approval. This project will involve the Leisure and Tourism students, working on a rota basis, with a trainee manager appointed by the parent retail travel company, who will be able to develop, practice and be accredited for a wide range of vocational skills and gain NVQ accreditation. The parent company will gain from being able to use the outlet for employee NVQ accreditation.

Arrangements are also being made for business students to spend one or two days a week in local companies. Our negotiations have met with considerable success and some employers are anxious for their employees to have the opportunity of studying for a GNVQ with us, in return for appreciable levels of support for our students.

Industrial visits

In our Manufacturing programme a decision was made to replace work experience with a programme of industrial visits (10 in all). This gave the breadth of experience necessary for success in the tests and made sure employers had an opportunity to meet groups of GNVQ students.

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part B section 2

Marketing and recruitment

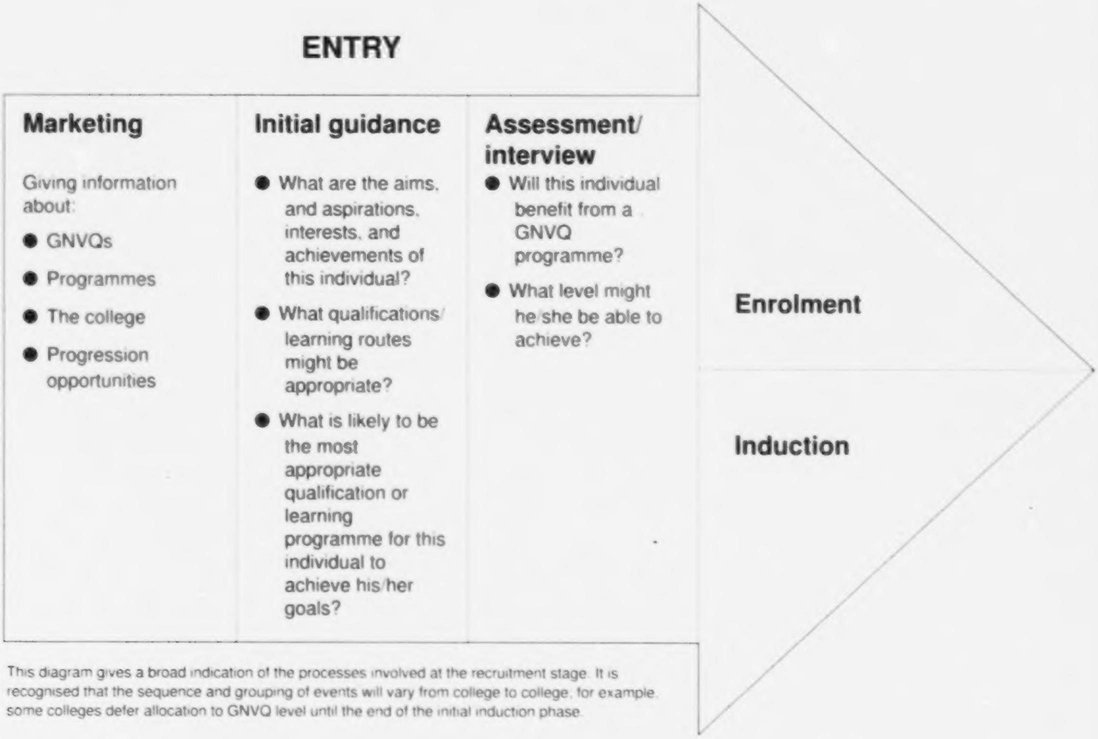
2.1. Marketing

2.1.i Context

Because GNVQ is a new qualification, with some unfamiliar features, providers will need to take action to inform people about the qualification itself, as well as about their own GNVQ programmes.

Government departments, NCVQ, and the awarding bodies have all produced information on GNVQs in the form of leaflets and videos. Colleges and schools already involved in GNVQs have been energetic in working with 'feeder' schools, parents, employers, and university staff to inform them about GNVQs . Some press coverage has focused on the inevitable 'teething problems' of a new qualification, although the general perception is that students themselves are responding well to GNVQs. However, it will take time for GNVQs to be absorbed into the national consciousness, and colleges will need to take an active role in accelerating this process.

Marketing and recruitment



ENTRY

Marketing

Giving information about:

- GNVQs
- Programmes
- The college
- Progression opportunities

Initial guidance

- What are the aims, and aspirations, interests, and achievements of this individual?
- What qualifications/learning routes might be appropriate?
- What is likely to be the most appropriate qualification or learning programme for this individual to achieve his/her goals?

Assessment/ interview

- Will this individual benefit from a GNVQ programme?
- What level might he/she be able to achieve?

Enrolment

Induction

This diagram gives a broad indication of the processes involved at the recruitment stage. It is recognised that the sequence and grouping of events will vary from college to college; for example, some colleges defer allocation to GNVQ level until the end of the initial induction phase.

Purpose

Dedicated marketing of GNVQs is needed in order to:

- **raise awareness of the qualification**
  - as an alternative to A levels and GCSE resits
  - explaining the position of GNVQs in the emerging national framework for education and training
  - explaining the potential of the qualification in terms of individual programmes, options and the possibility of combining GNVQs with A levels, GCSEs, NVQ units and other activities
- **assist in establishing progression routes**
  - to GNVQs
  - from GNVQs to employment, higher education or further qualifications
- **attract a full range of students who could benefit from GNVQs (See Part A, Section 2 Strategic Planning for GNVQs)**

2.1.ii Who needs to know what?

The charts which follow can be used as:

- **An *aide-mémoire* and planning tool by:**
  - college staff with responsibility for marketing
  - GNVQ co-ordinators
  - GNVQ co-ordinating or steering groups
  - GNVQ programme team leaders
- **A needs analysis checklist to highlight requirements for information by:**
  - college governors/corporation board members
  - staff in advice centres
  - enquiries staff

Who needs to know what?	Students in schools and colleges	Teachers in schools and colleges	Careers teachers/advisors	Parents	Employers	College information service	Adult enquirers/community groups	HE staff	Advice centres	Youth service	Other
1. What is GNVQ? e.g. ● position and role in emerging national framework for education and training; including purpose, levels, utility for progression, relationship with familiar qualifications ● vocational areas available ● composition: mandatory units, optional units, core skills, additional units, additional studies ● similarities and differences between GNVQs and other qualifications ● benefits/potential of GNVQ: including credit accumulation of units; ability to combine with other qualifications; certified core skills; different levels available											

Who needs to know what?	Students in schools and colleges	Teachers in schools and colleges	Careers teachers/advisors	Parents	Employers	College information service	Adult enquirers/community groups	HE staff	Advice centres	Youth service	Other
2. The college GNVQ offer ● vocational areas available ● awarding body/ies ● levels available ● unit titles at each level and brief synopsis ● options available: unit titles and brief synopses, especially in relation to progression routes ● additional units available ● additional studies available e.g. – range of A levels, GCSEs, NVQs, other certificates, languages, arts, sport etc. – availability/limitations ● arrangements for core skills e.g. – taught classes, workshops, learning support ● work experience											

Who needs to know what? (3)

Who needs to know what?	Students in schools and colleges	Teachers in schools and colleges	Careers teachers/advisors	Parents	Employers	College information service	Adult enquirers/community groups	HE staff	Advice centres	Youth service	Other
3. ● **assessment requirements** portfolio of evidence tests grading criteria											
● **programme format and duration** one year, two years, flexible part-time, full-time entry points unit structure/review points work placement residential											
● **tutorial arrangements**											
● **styles of learning and teaching** use of assignments, RBL, etc.											
● **progression routes/opportunities** including destinations of previous students											
● **base room/facilities/equipment**											

Who needs to know what?	Students in schools and colleges	Teachers in schools and colleges	Careers teachers/advisors	Parents	Employers	College information service	Adult enquirers/community groups	HE staff	Advice centres	Youth service	Other
4. ● **Entry requirements or arrangements** ● formal entry qualifications, if any ● interview/initial assessment arrangements ● aptitudes, interests, previous experience ● use of records of achievement/portfolios of evidence ● September only, termly, at the commencement of each unit ● **Information about the college** ● college mission ● location ● transport/parking ● facilities ● opportunities for sports, recreation, etc.											

2.1.iii Marketing methods

Published information

Published information on GNVQs (both print and video) is available from many sources, including the DFE, NCVQ and the awarding bodies. (See **Resource list**)

Home produced publicity material

Many colleges have produced their own marketing material for GNVQs. Since different audiences require varying degrees of detail, some colleges have found it helpful to produce a range of material which can be combined to suit different purposes. Colleges are generally agreed that user friendly language is essential, and that a good quality product is a major advantage. Material that features or is produced by students is often appreciated.

Piggy-backing

Advertising is expensive, whereas a feature in a local newspaper or on a local radio or TV station is likely to be both powerful and free.

Home produced publicity material, in an appropriate format, can be incorporated within material put out by other organisations or distributed by them at conferences or meetings, e.g. the TEC, LEA, Careers Service, advice centres.

Activities undertaken by colleges for other purposes can be used to market GNVQs; e.g. visits to employers, meetings of course advisory bodies. Existing students, including part-time and/or employed students may benefit from a GNVQ programme as their next step, and therefore need to be targetted.

Personal contact

Face to face contact can be very effective, and hence justify the investment of time; e.g. the establishment of a GNVQ Advisory Group for each vocational area, with membership drawn from employers, HE staff, the careers service, local schools, the TEC.

Visits to organisations which are likely to come into contact with prospective GNVQ students, or GNVQ graduates can be used to promote GNVQs; e.g. schools careers evenings, work placement employers.

In some areas, groups of colleges have combined to share the task of briefing staff at local HE institutions. (See *Introducing GNVQs — GNVQs and Progression to Higher Education*, FEU/UCAS, 1994)

Open days and conferences can be held; e.g. an open evening for each vocational area.

Participation by college staff in liaison groups, advisory groups, and membership of committees may provide opportunities for discussing GNVQs.

Working with the TEC

The local TEC can be a useful partner in marketing GNVQs. TECs can offer colleges introductions to local organisations and events. The Local Strategic Planning Forum could be used as a means of establishing a local marketing strategy for GNVQs.

Tasters

Prospective students from 'feeder' schools, perhaps with their parents, can be invited to participate in a 'tasting' event at the college, involving the kinds of activities that GNVQ students would experience in terms of vocational area, content, style of activity, evidence for a portfolio.

Timing

The timing of marketing activities needs careful consideration; for example, a phased approach with school leavers, during Key Stage 4, with provision for counselling and interview on the days following the receipt of GCSE results.

2.2 *Recruitment*

2.2.i Context

The purpose of the various processes involved in recruitment (initial guidance, assessment, interview) is to ensure that individuals gain entry to the learning programmes and access to the qualifications most likely to enable them to achieve their goals.

Since FEFC funding methodology rewards colleges for the retention of students, and the achievement by students of their learning goals, it will also be critical to the health of the college that the processes of initial guidance, assessment and individual action planning are effective. Government policy, supported by FEFC funding methodology, is driving colleges toward expansion. Many colleges, particularly sixth-form colleges, are finding that GNVQs are providing an attractive alternative to GCSE resits, as well as an alternative route to HE for students who may not have chosen or who may not have done well on a programme of three A levels. As a new qualification route, GNVQs may enable more people, and a wider range of people, to achieve their potential.

Colleges are actively exploring the potential of GNVQs for part-time adult learners, including people in employment. GNVQs may provide a means of certificating core skills for students who are not seeking a full GNVQ.

Effective recruitment to GNVQs will therefore have a significant impact on the achievement of National Targets for Education and Training, the personal achievements and prospects of individuals, the economic well-being of colleges, and consequently the service they will be able to provide.

2.2.ii. Initial guidance

The initial guidance process will provide information and perhaps activities, to enable individuals to:

- clarify their long-, medium- and short-term aims and aspirations
- consider options and identify an appropriate route for achieving their goals; for example, qualification target(s) learning programme requirements
- consider practical arrangements
  e.g. finance; grants, schemes
  full-time/part-time attendance
  childcare
  travel

For young people, part of this process will probably take place at school, or through the careers service.

GNVQs enable learners to undertake 'mixed' programmes (e.g. GNVQ/A level/GCSE/NVQ) which cross organisational boundaries within the college. Moreover, the unit structure of GNVQs is being used by some colleges to provide entry points to the programme throughout the year. Many colleges are therefore establishing central admission services or central student services as an efficient and 'impartial' means of guiding the access of students onto appropriate programmes or combinations of programmes. Applicants will be referred to members of the appropriate programme team, for interview and assessment, for entry to the programme.

FEFC(E) audit guidance for entry units

Under the FEFC(E) recurrent funding methodology, colleges are required to retain evidence to satisfy external auditors that their claims for entry units are valid. For each student the college is required to retain an **initial assessment and guidance completion certificate or equivalent documentation**. This should be signed by the member of staff responsible for providing the guidance, and the student, to signify that they have received initial assessment and guidance covering four main areas:

- the implications of the choice of learning programme e.g. career/progression implications
- entry requirements of the learning programme
- assessment of the suitability of the learning programme e.g. whether the chosen programme is at a level suitable to the individual's current abilities
- support for the student e.g. financial implications, educational or practical support requirements.

It should also include a brief description of how this guidance was provided. Where the procedures, or references to the procedures, were included in the student's **learning agreeement**, a simple signature at the end of the agreement will suffice.

(See FEFC(E) Circular 94/16, *Recurrent Funding Methodology: Audit Evidence for Entry Units* and *FEFCE Circular 94/23 Modified Audit Evidence for Entry Units in 1994-5*)

The process of preparing, and signing the **initial assessment and guidance completion certificate**, or equivalent documentation, might form part of the GNVQ induction and action planning process.

(See **Part B, Section 3.3 Action planning**)

2.2.iii Admissions interview/selection

There are no formal entry requirements for entry to GNVQ programmes, other than those specified by individual providers.

Colleges involved in the first phase of GNVQs found that GCSE grades were not necessarily a reliable or accurate indicator of student's performance on GNVQ programmes, because of differences in the style of learning and assessment, including the unit-based structure of GNVQs.

While qualifications gained at a school are still used as a guide to the ability of students to achieve, the balance is moving toward consideration of a wider range of evidence of ability and aptitude, including:

- records of achievement
- qualifications, including GCSEs, NVQs, other certificate
- assessment tests, assignments and activities
- portfolios
- references
- interview

(see **Part B, Section 3.2 Initial diagnostic assessment**)

College teams of core skills and vocational staff are beginning to determine the profile of threshold abilities and achievements which will indicate that learners have a reasonable chance of achieving both the core skill and vocational components of a particular GNVQ.

Colleges will need to take into account, however, the degree to which access to effective learning support services might realistically enable students with only modest initial achievements to succeed in achieving the qualification.

Some colleges are recruiting students to GNVQs in vocational areas, but deferring allocation to levels until the end of a common induction period. The performance of students during the induction period in undertaking activities designed to introduce them to GNVQ assignments and assessment requirements, can be used to determine the most appropriate level for each student, and the learning support that will help them.

The design of GNVQs is intended to provide some scope for transferring students from one level to another if it becomes apparent that a student has been inappropriately placed. In practice, there is some variation between different GNVQs at present, regarding the extent to which progression between levels is built into unit specifications. However, the structure of GNVQs, with explicit unit specifications, evidence requirements, and knowledge specifications, enable the evidence in a student's portfolio to be matched against the requirements of another level.

It will also be important to take conscious action to avoid confirming traditional gender imbalances in recruiting to vocational areas.

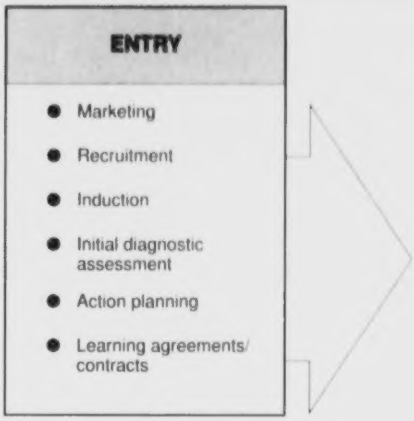
For example,

- predominantly male recruitment to Manufacturing
- predominantly female recruitment to Health and Social Care

In some colleges, the process of individual action planning begins with the admissions interview, or may build on a process already begun at school (as part of NRA preparation) or with the careers service.

part B ***section 3***

Entry



ENTRY

- Marketing
- Recruitment
- Induction
- Initial diagnostic assessment
- Action planning
- Learning agreements/ contracts

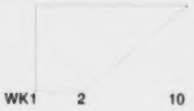
3.1 Induction

3.1.i Purpose

Because GNVQ is a new kind of qualification, an effective induction programme for students is particularly important. Students will need to be familiarised with their roles as active learners, responsible for gathering and presenting evidence for assessment. They will need to be introduced to the choices presented by GNVQs, and supported in constructing learning programmes to suit their individual aspirations, needs and abilities.

Induction is an ongoing process, not a one-off activity. Moreover, there is a limit to how much new information can be taken in at one time. Students will benefit from an induction to each component of their programme. It may be advantageous to provide an induction at the start of each learning block and to the second year of a two-year programme. Colleges offering entry points at different times of the year will need to be able to provide an induction for students as and when they join the programme.

Approaches to induction



Tapering induction programme

Contextualised common college induction programme

Moveable stand-alone induction package to support entry at different times of the year

Induction to a unit / module / learning block

The location of induction within activities or vocationally focused assignments will help to avoid the problem of induction being experienced as a bolt-on activity that needs to be got out of the way before the real work begins. Induction activities can be used to introduce students to the style of learning and assessment that will be used in GNVQ.

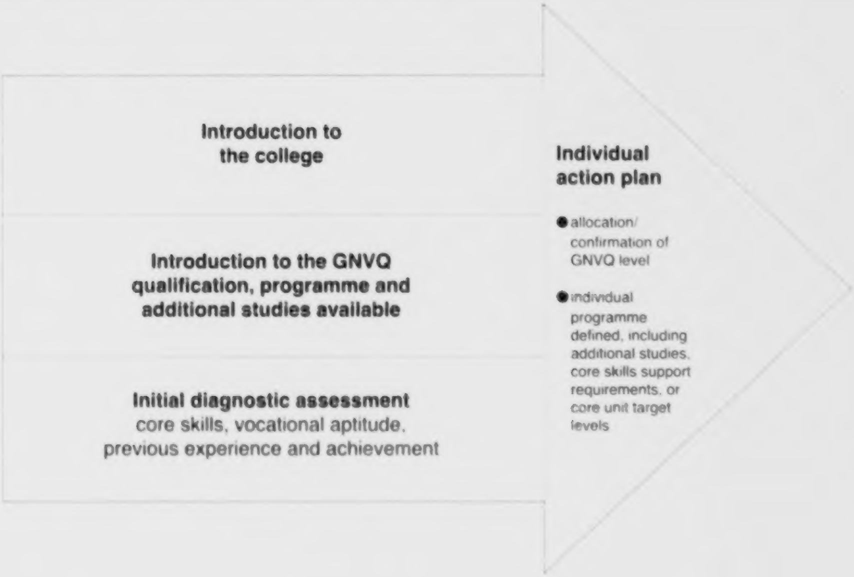
An effective induction programme will aim to ensure that:

- students are placed on programmes appropriate to their aspirations, abilities and needs; e.g level of programme, choice of additional studies and/or additional units level of programme
- the learning support needs of individuals have been identified so that appropriate arrangements can be made
- students understand the parameters of the qualification and programme, and have been introduced to the processes, procedures and learning skills involved, so that they are not hindered from maximising their achievement
- students are able to make full use of the facilities, resources, and support available

During the induction phase, students will need:

- an introduction to
  - the college
  - the GNVQ qualification and programme
- diagnostic assessment to ascertain
  - existing levels of achievement and abilities especially in core skills
  - learning support requirements
  - appropriateness of vocational area and level (see **Part B, Section 3.4 Initial diagnostic assessment**)
- learning activities, experiences and opportunities to assist them in making or confirming choices
- an individual interview to define (or refine) and agree an individual action plan

Induction at entry


Introduction to the college
Introduction to the GNVQ qualification, programme and additional studies available
Initial diagnostic assessment
core skills, vocational aptitude, previous experience and achievement
Individual action plan
● allocation/confirmation of GNVQ level
● individual programme defined, including additional studies, core skills support requirements, or core unit target levels

Introduction and welcome to the college (for new students)

This includes:

- buildings, location, facilities, support services, college policies, rules and expectations

Introduction to the GNVQ qualification and programme

This includes

- unit structure of qualification
- core skills
- optional and additional units available
- additional studies available
  - explanation of other qualifications available e.g. NVQs
  - relevance to progression goals
  - timetable/grid parameters
- assessment requirements and procedures
  - progress review and action planning cycle
  - elements and performance criteria
  - portfolios of evidence built up from work throughout the programme
  - grading criteria
  - external tests
  - appeals procedures
  - APL
  - self-assessment, diagnostic assessment
- documentation used for
  - formative and summative assessment
  - recording progress and achievement
  - recording outcomes of review and action planning
  - role of IT in the above
- roles and responsibilities
  - programme team roles and responsibilities
  - students' responsibilities
  - tutorial arrangements
  - learning/learner support staff
- approaches to learning and assessment
  - student's role as an active learner
  - responsibility for portfolios
  - individual action planning
  - progress reviews
  - learning activities, assignments
  - study skills
  - resource based learning, supported self study
  - learning centres
  - core skills support
  - work experience

- timetable
  - blocks, grids
  - options
  - location
  - staffing
- year plan
  - sequences (rhythm) of units or modules
  - review and action planning points
  - timing of external tests
  - assignment deadlines
  - work experience placements
  - residentials
- terminology
  - GNVQ 'speak'
  - college 'speak'
  - programme 'speak'
- progression routes
  - relevant career opportunities
  - FE/HE, training and employment opportunities
  - progression requirements (experience, qualifications)
  - information on destinations of previous students
  - sources of advice
- expectations, requirements, agreements or contracts, perhaps identified as targets within the IAP
  - attendance, punctuality
  - assignment deadlines
  - respecting 'difference' in others
  - turn around times for assessment
  - entitlements

3.1.ii Delivery methods for induction

Many colleges are seeking to standardise the quality of induction provided for students by agreeing a common set of areas to be covered. This may take the form of an induction handbook for students, checklists, generic assignments (e.g. on health and safety or equal opportunities), timetabling of information sessions, and common materials for evaluating the induction process.

Some colleges are finding advantages in using a common core of induction activities with all GNVQ students. This reinforces consistency of quality assurance across a college's portfolio of GNVQ provision, and helps to ensure that large numbers of students on individual learning programmes have experienced a common base line induction.

Activities and materials could be customised for particular vocational areas or courses, or additional 'specialist' activities could be added to a college 'common core'. Activities in the induction programme can be used to ascertain the appropriate GNVQ level for individual students. Some colleges recruit to a GNVQ vocational area, and delay allocation to level until the end of induction. A common induction programme is therefore provided for all the GNVQ students in a particular vocational area. It is performance in GNVQ style activities and in relation to GNVQ requirements (e.g. core skill level), as demonstrated during the induction and initial diagnostic assessment period, which determines allocation to level, rather than previous achievement in other qualifications; e.g. GCSE grades.

The unitised structure of GNVQs has enabled some colleges to provide multiple entry points to their programmes. These colleges are exploring ways of ensuring that whenever students join the programme, they will be fully inducted both to the college and to the GNVQ. This can be achieved by, for example:

- using a student induction pack, containing information and structured activities, with the guidance of a designated tutor, and learning support staff
- adopting a system whereby college central services (e.g. student services) provide an induction to the college, on a bookings basis, and programme teams provide induction to the particular course or qualification

The duration of the initial induction phase varies considerably from one college to another, ranging from one week to six weeks, with two weeks as the average. One college reported finding that students are unable to take in too much 'new' information all at once, and therefore provide a short initial induction, and further information as the programme progresses, when the 'need to know' arises. In this case it would be helpful to prepare a checklist or questionnaire in order to ascertain any remaining gaps, for use at an appropriate review point; e.g. at half term, or at the end of the first unit.

Impatience to get down to 'proper work' is a common complaint from both staff and students, in cases where induction is seen as an artificial 'bolt-on' to the programme, rather than as an essential part of the programme itself. It is important to help students perform to the maximum of their ability, from as early as possible in the programme, especially where programmes are scheduled to be completed in one year. The style and range of activities experienced by GNVQ students during induction can be used:

- as the vehicle for familiarising students with the essential features and working methods of the programme
- for the purpose of diagnostic assessment
- to assist students in clarifying their aims and requirements
- to begin generating evidence for the student's portfolio

Examples of induction activities which also provide an introduction to a GNVQ style of learning and assessment are:

Induction to	***Activity by means of***
• the vocational area	– visits to companies – interviews – introduction to basic skills and concepts
• the policies and expectations of the college	– assignments or activities on: e.g. equal opportunities smoking, drugs AIDS, health and safety, student charter
• resources and facilities available	– activities using learning centres – skills training for using information technology – group activities using recreational facilities – assignments using learning resources
• group formation	– using a vocational context for – ice breaking activities – trips – residentials – outward bound activities – group party
• styles of learning	– induction assignments – resource-based learning – learning workshops – information technology – group work – presentation – activities to develop study skills
• the role of the tutor and tutorial review meeting	– self-assessment activities – research on progression routes – review and action planning booklet – one-to-one action planning interview

Induction to:	***Activity by means of***
• programme documentation, recording and tracking system	– looking at portfolios of second year students – activities on organising portfolios – examining and completing assignment cover sheets skills matrixes, etc. for induction activities – recording achievement
• assessment requirements methods and terminology	– assessment of induction assignments – self and peer assessment using elements and performance criteria – self and peer assessment using grading criteria – accreditation of induction activities – case study on importance of looking after portfolios of evidence and portfolio organisation

Outline induction programme in two vocational areas at one college (I)

GNVQ Leisure & Tourism – Intermediate and Advanced

GENERAL INDUCTION

1. Students enrolled onto programme of study
2. Students guided through students' handbook

↓

SPECIFIC PROGRAMME INDUCTION

Students undergo an intensive six-week induction programme to cover programme specific information for intermediate and advanced levels, to include:

1. Programme specific handbook
2. Streaming assignment/s
3. Accreditation for prior learning and experience
4. Action planning
5. Self evaluation
6. 'Taster' sessions of all optional and additional units
7. 'Taster' sessions of the 16 languages on offer
8. Visits to various L & T facilities/attractions
9. One week work experience (takeover) of Butlins Holiday World, Skegness
10. 2½ day residential outward bound course to monitor personal development, leadership potential, self evaluation and critique
11. Visiting speakers
12. 1:1 Tutorials to monitor performance
13. Students assemble portfolio of evidence

→

CORE SKILLS INDUCTION WEEK 5

Learning in centres to assess current core skills, then deliver according to individual needs.

Diagnostic testing of core skills areas:
a) Application of number
b) Communication
c) Information Technology

→

ASSESSMENT/GRADING PERIOD

Students are graded on the six-week course induction period by personal tutorials, to include:

1. Student personal statement of achievement
2. Assessment of level, via the assignment
3. Assessment of performance on work placement
4. Assessment of achievement during outward bound residential
5. Individual tutor assessment from taster series activities
6. Diagnostic test result and achievement during six-weeks induction period
7. Student presentation of their own individual action plan for their career path

↓

PROGRAMME

Outline induction programme in two vocational areas at one college (II)

GNVQ Business — Advanced

GENERAL INDUCTION

1. Students enrolled onto programme of study
2. Students guided through students' handbook

PROGRAMME INDUCTION

Initially

Students receive programme documentation and 'Assessment Information' and are taken through the processes by tutors/programme leaders.
(All students undertake an induction assignment to illustrate the process).
Students provided with 'lever arch' file to form basis for portfolio of evidence.
Student grouped:
a) on basis of 'additional' studies
b) to accommodate friendships.

Subsequently

Experience shows that many students will need considerable re-enforcement with respect to processes throughout the first term.
Needs are identified through personal tutorials (15 minutes per student every three weeks) and team meetings.

CORE SKILLS ADVANCED

The induction assignment is also used to assess communication and numeracy skills, and the need for learning support.

ASSESSMENT/GRADING

Tutors discuss prior achievement (against unit elements) with individual students and they are encouraged to identify potential prior evidence. This reinforces the induction process.

PROGRAMME

In designing these induction programmes, the college was aiming for the following benefits:

1. Development of transferable skills
2. Core skills development:
   - time management
   - self evaluation
3. Definition of individual learning packages
4. Students gain programme ownership through tasters
5. Students are involved in decision making
6. Acton planning and portfolio construction develop organisational skills and programme ownership
7. Development of research skills

3.2 *Initial diagnostic assessment*

3.2.i. Purpose

The purpose of initial diagnostic assessment is to ensure that:

- students are placed on programmes appropriate to their aspirations, abilities and needs
- the learning support needs of individuals have been identified so that appropriate arrangements can be made

It is important to stress that the purpose of initial diagnostic assessment is to identify strengths, as well as weaknesses.

For example:

- the ability to achieve core skill units at a higher level than the target GNVQ
- the ability, aptitude or experience to gain an NVQ or units toward an NVQ
- identification, assessment and accreditation of prior learning, experience and achievement, as credit toward the achievement of a GNVQ or NVQ

The focus of initial diagnostic assessment should be positive, constructive and forward looking, and will feed into the formulation of the individual's action plan.

i.e.

What can I do, or what can be done, to enable me to achieve my goal?

What is the most appropriate programme for me?

Initial diagnostic assessment of core skills

In order to achieve a GNVQ, students must achieve the corresponding level in the three mandatory core skills units: Communication; Application of Number; Information Technology.

A process of initial diagnostic assessment during induction will enable judgements to be made concerning the likelihood of the student achieving the target level GNVQ. (Candidates who do not achieve the required level, in Core Skills, will have their achievement recorded, but will not be awarded the qualification).

Areas of weakness in Core Skills therefore need to be identified accurately and early, so that students can gain access to the tuition and support they need. Initial diagnostic assessment in the additional core skills areas (Personal Skills units — Working with others; Improving own performance; and Problem Solving) may provide a useful reference in individual action planning.

(see also **Part B, Section 1.5 Core skills**)

Initial diagnostic assessment — vocational areas

Students also need to be helped to consider the appropriateness of the chosen GNVQ in relation to their career aims, abilities, aptitudes, personal preferences and characteristics.

Allocation to GNVQ levels

Because GNVQs are different in kind from more familiar qualifications, many colleges are developing new approaches to admissions. Some colleges are operating an 'open access policy' to entry, and are using the initial diagnostic assessment process to ascertain the most appropriate programme for each student. Allocation to level may be delayed until the end of a common induction period. Some colleges are admitting students to programmes on the basis of an assessment of the ability of the individual to achieve the qualifications, (or the targets specified within an individual action plan). Colleges are seeking to ascertain ability and aptitude through a variety of forms of evidence (e.g. the student's NRA, or evidence of prior experience and achievement by an adult) rather than relying solely on the achievement of specified GCSE grades.

Colleges are finding that some students who have not achieved high GCSE grades, do well in a new learning environment and with the different styles of learning and assessment used in GNVQs. Some colleges are attempting to define the profile of abilities and achievements that represent a realistic minimum threshold for likely achievement of the qualification, or target units. A process of initial diagnostic assessment during the induction period provides a means of ascertaining the most appropriate GNVQ level and programme of additional studies for each student. It will be important, in this case, to avoid using 'diagnostic tests' that are likely to elicit the same response and performance as traditional assessment methods. A form of diagnostic assessment that more closely mirrors the style of learning activity and assessment in use on the GNVQ programme, will naturally provide a better indicator of likely performance in the GNVQ; e.g. an induction assignment that can be used as the basis for drawing up a diagnostic profile for each student in communication and numeracy (see **Sample assignment, The currency exchange board**)

(See **Part B, Section 3.2.iv Approaches to diagnostic assessment**)

(See **Part B, Section 2.2.iii Admissions interview/selection**)

3.2.ii Sample materials from colleges

Study skills self assessment

This activity encourages students to think about what is involved in different aspects of studying, and to consider their own approaches. The activity of comparing their own experiences with those of other students, and drawing conclusions, will help learners formulate action plans for becoming more effective learners.

Learning support request
Initial assessment — student requirements

These sample materials illustrate approaches adopted by colleges to identifying the individual starting points and learning support needs of students. The materials are intended to encourage learners to take an active role in identifying their own strengths and weaknesses, and in requesting the support they need. Tutors would need to establish a positive and constructive climate for the introduction of these materials, in the context of the individual action planning process. It is likely that these self assessment materials would be used in conjunction with other initial diagnostic assessment activities.

Sample assignments and activities are on the next five pages.

Study skills self assessment

This assignment will help you to examine your study habits. The discussion following the questionnaire should give you some indications of the techniques you can use to increase the effective use of your time. Although you will answer the questionnaire as an individual, you will be comparing your results with others.

The tasks

1. Answer the questions on the questionnaire sheet honestly!
2. As a group of four people, summarise your answers to each section of the questionnaire. Put the main points onto flip chart sheets which will be displayed on the wall.
3. Compare your flip chart sheets with those of other groups. What conclusions do you draw?
4. Which aspects of your own study skills do you need to work on?

Resources

Staff will be happy to give further help if asked.

STUDY HABIT	Almost always	Sometimes	Almost never
Organisation and planning			
1 Do you timetable your work for the week?			
2 Do you have a revision timetable leading up to exams?			
3 Do you sit down to work and discover you don't have you essential books, pens, compasses, calculator, etc.?			
4 Do you get reports or assignments in on time?			
5 Do you work somewhere where nothing can disturb you?			
6 Do you have time to do the things you want to do other than studying?			
7 If you have a number of different things to do, do you ask yourself which is important to do first, second, etc.?			
8 Do you make a list of things you need to do?			
9 Do you keep files or a card index on subjects?			
10 Do you revise your work before handing it in for assessment?			

STUDY HABIT	Almost always	Sometimes	Almost never
Note-taking			
11 Do you listen for key ideas?			
12 Do you ask questions when you don't understand something that is said?			
13 Do you organise or file notes regularly?			
14 Do you rework them under key ideas, sub-headings, using numbering or lettering schemes?			
15 Do you use a shorthand technique of your own?			
16 Do you underline key ideas so that they stand out?			
17 Do you try to write down everything the lecturer says?			

STUDY HABIT	Almost always	Sometimes	Almost never
Report or essay writing			
18 Do you find out before you begin what is really being asked of you?			
19 Do you use books, talk to people, read around the topic?			
20 Do you produce a plan?			
21 Can people read your writing?			
22 Do you make spelling mistakes?			
23 Do people criticise your grammar?			
24 Does your writing have an introductory paragraph?			
25 Does your writing have a conclusion?			
26 Do you read your work before handing it in?			
27 Do you frequently check back to the title during your writing?			

STUDY HABIT	Almost always	Sometimes	Almost never
Preparing for and taking examinations			
28 Do you begin to plan months in advance?			
29 Do you draw up a revision timetable?			
30 Do you rework your notes?			
31 Do you practise memorising lists, dates, etc.?			
32 Do you study in short periods with regular breaks?			
33 Do you practise answering questions under examination conditions?			
34 Do you find out beforehand what the examiners might be looking for?			
35 Do you find out beforehand how the marks are distributed, how many sections there are in a paper, whether there are any compulsory questions, what you can take into the examination?			
36 Do you read the whole paper carefully before deciding which questions to answer?			

INITIAL ASSESSMENT
STUDENT REQUIREMENTS

		YES	NO
1	I would like to talk to somebody about extra maths tuition	☐	☐
2	I would like to talk to somebody about extra English tuition	☐	☐
3	I would like to talk to somebody about help with assignments	☐	☐
4	I would like some help with English as this is not my first language	☐	☐
5	I need ● brailling/large print	☐	☐
	● signing	☐	☐
	● communicator	☐	☐
	● interpreter	☐	☐
	● personal care support	☐	☐
	● transport	☐	☐
	● wheelchair access	☐	☐
6	I need a reader/writer for exam purposes	☐	☐
7	I need extra time for exam purposes	☐	☐
8	I would like a dyslexia assessment	☐	☐
9	I would like to talk to a member of staff about my future and/or an assessment of my skills	☐	☐

NAME ______________________ **COURSE** ______________________

COURSE TUTOR ______________________

TEL.NO. ______________________ **ENROLMENT NO.** ______________________

SIGNATURE ______________________ **DATE** ______________________

ALL INFORMATION TREATED IN CONFIDENCE

LEARNING SUPPORT REQUEST
(REQUEST FOR ADDITIONAL TUITION)

NAME ______________________ **COURSE** ______________________

CAMPUS ______________________ **COURSE TUTOR** ______________________

PREFERRED DAY OF WEEK ______________________ **DATE** ______________________

I feel my writing speed is	satisfactory	☐
	slow	☐
I feel my writing	is good	☐
	is OK	☐
	needs improvement	☐
	is poor	☐
I feel my spelling	is good	☐
	is OK	☐
	needs improvement	☐
	is poor	☐
I feel my reading	is good	☐
	is OK	☐
	needs improvement	☐
	is poor	☐
I feel my maths	is good	☐
	is OK	☐
	needs improvement	☐
	is poor	☐
I need help with	note-taking in class	☐
	personal study skills	☐
	presentation of course work	☐
	exams	☐
I have had help in taking exams in the past with	extra time	☐
	rest periods	☐
	reader/writer	☐
	braille	☐
	enlarged print	☐
	computer equipment	☐
I would like a dyslexia assessment		☐

3.2.iii Using evidence from the past

Students enrolling on GNVQ programmes may have prior achievements or have had experiences that are relevant to GNVQ evidence requirements. Students will need opportunities to match their prior achievements and experiences to the evidence requirements of the target GNVQ, so that relevant evidence can be presented for assessment. They may be able to 'fast track' toward the achievement of a unit by this means.

Learners claiming APL for mandatory vocational units will still need to achieve the external test in order to be accredited with the unit. Moreover, candidates who are constructing portfolios from previous experience will also need to provide evidence in relation to the grading criteria if they hope to achieve a merit or distinction.

Some colleges emphasise to feeder schools the advantages for pupils in retaining material (e.g. course work) that might be relevant to the evidence requirements of GNVQs. The key requirement in considering credit for prior achievement is that the evidence matches the detail of the unit specifications.

Achievement in three core skill units — Communication, Application of Number, and Information Technology — at the same level as the target GNVQ, is a requirement of the award. Linkage between National Curriculum Mathematics and the Application of Number core skills units is indicated in the range of each (core skill) element. The linkage with the National Curriculum in Communication and Information Technology is less strong. Moreover, the core skills units demand the application of skills within a vocational context, and are not therefore identical with the requirements of the National Curriculum or GCSE. Learners will therefore need to match GCSE coursework with the assessment requirements of target core skills (or other relevant) units, if they wish prior achievement in GCSE to contribute evidence for assessment toward the GNVQ. There are no direct credit transfer arrangements at present.

APL is generally held to be a time-consuming process. On the other hand, GNVQ students need to be introduced to the operation of unit specifications and the function of evidence as part of their induction programmes. As more staff become confident in the GNVQ/NVQ assessment process, and perhaps accredited with the TDLB D36 unit (**Advise and support candidates to identify prior achievements**), the accreditation of prior experience and achievement may become a natural part of the induction/action planning process.

The availability of GNVQ units in Key Stage Four in schools will mean that some students enrolling on college GNVQ programmes may already have achieved a proportion of the units required for a GNVQ qualification. Colleges will need to recognise and be able to respond to the requirements of these students.

To justify time spent on APL, the curriculum will need to be sufficiently flexible to allow individual students to omit the units or elements they have already achieved.

3.2.iv Approaches to diagnostic assessment

Assessments are likely to be most useful for diagnostic purposes if they result in a clear profile of an individual's strengths and weaknesses in relation to an explicit range of factors. For example, an analysis of:

- the requirements of the target qualification
- the components of competent performance
- a learning pathway toward competent performance

The aim is to obtain results which will provide the basis for constructing an individual learning plan. Information will need to be available about.

For example:

- what an individual can do
- what an individual finds difficult
- why they find it difficult; e.g. gaps in experience, doesn't know the method, doesn't have a strategy

Some college teams have developed their own diagnostic profiles. Other colleges are using externally available materials, such as ALBSU or NFER initial assessments in literacy and numeracy.

Diagnostic assessment can take a variety of forms including tests, assignments, observations, simulations. Since every student will have had some experience of learning, they themselves will be an important source of information about themselves as learners. (see sample **learning support request form**).

Self assessment checklists could be used by students to identify their strengths and weaknesses in preparation for drawing up an individual action plan; e.g.

Skill	**Evidence**
I can:	To prove this I will:

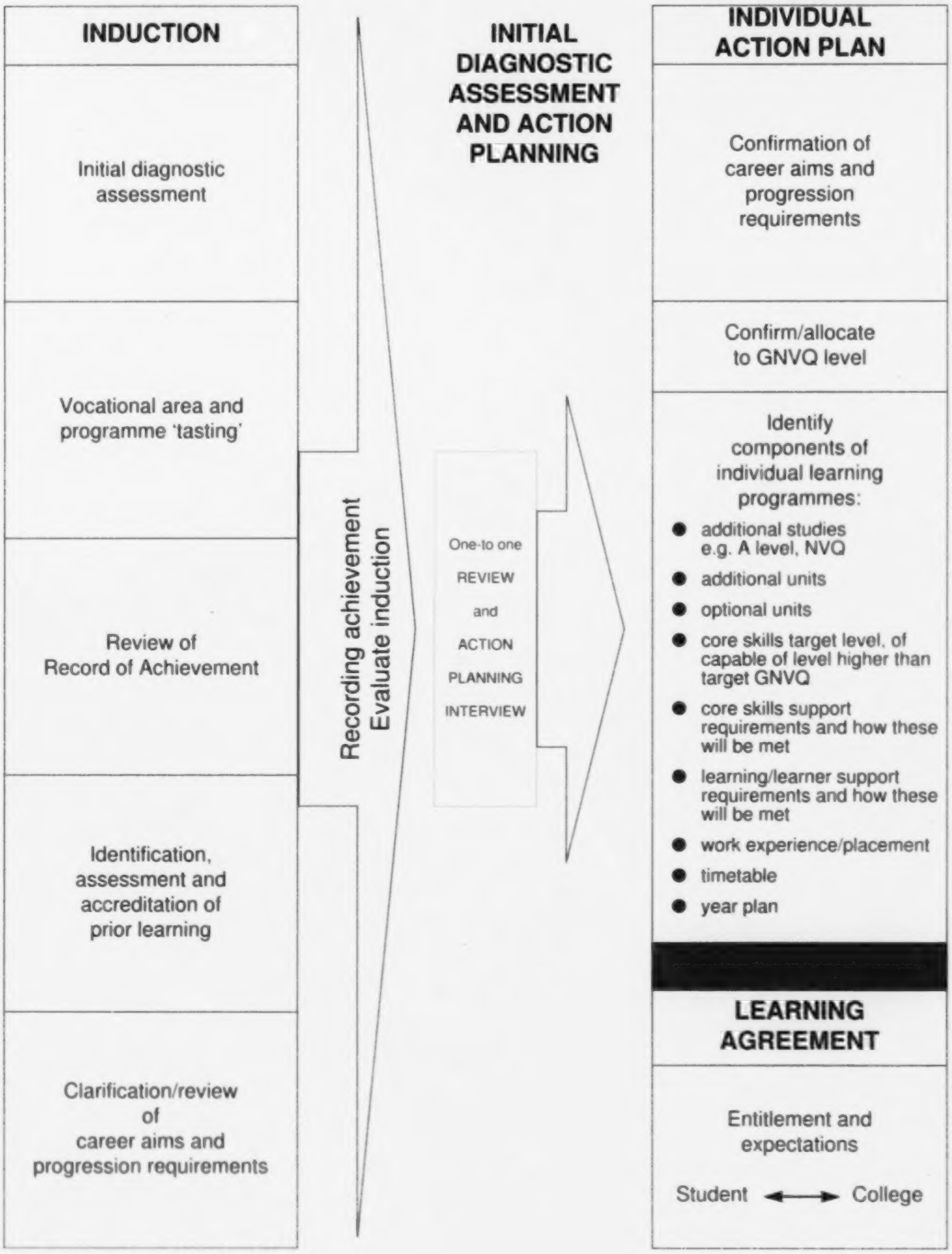
Learners' National Records of Achievement, pre-careers guidance documentation and individual action plans drawn up under TEC-funded schemes should provide a useful source of information for diagnostic purposes.

Diagnostic tests, assignments and activities

Diagnostic tests (e.g. numeracy) can be straightforward to devise and administer, but are likely to elicit the same kinds of results as previous forms of tests that the student has encountered. The information derived from previous assessments may already be available in the form of GCSE grades or achievement against National Curriculum Attainment Targets, or in the student's Record of Achievement. GNVQ core skills emphasise the application of skills in practical settings. They are seen as generic skills used in carrying out all tasks and activities in whatever setting. It may therefore be productive to assess the core skills of students by providing suitable contexts in which they can apply their skills; e.g. problems, assignments or activities set in the appropriate vocational context. Core skills and vocational staff would need to collaborate on constructing such assessments.

Induction activities and assignments can provide a vehicle for diagnostic testing. Many colleges introduce students to core skill unit specifications, assessment and recording methods, during induction by assessing induction activities, and focusing on the processes and documentation involved. Programme teams could use the outcomes of such activities for diagnostic and action planning purposes.

Some colleges, on the other hand, use a common set of diagnostic tests across all vocational areas and levels. This approach has the advantages of simplicity, consistency and transparency, but has implications for staff training, and the college's ability to respond to the outcomes. Moreover, learners may respond better to generic approaches which have been set within their chosen vocational context.



INDUCTION

Initial diagnostic assessment

Vocational area and programme 'tasting'

Review of Record of Achievement

Identification, assessment and accreditation of prior learning

Clarification/review of career aims and progression requirements

Recording achievement
Evaluate induction

INITIAL DIAGNOSTIC ASSESSMENT AND ACTION PLANNING

One-to one REVIEW and ACTION PLANNING INTERVIEW

INDIVIDUAL ACTION PLAN

Confirmation of career aims and progression requirements

Confirm/allocate to GNVQ level

Identify components of individual learning programmes:

- additional studies e.g. A level, NVQ
- additional units
- optional units
- core skills target level, of capable of level higher than target GNVQ
- core skills support requirements and how these will be met
- learning/learner support requirements and how these will be met
- work experience/placement
- timetable
- year plan

LEARNING AGREEMENT

Entitlement and expectations

Student ←→ College

3.3 Action planning

3.3.i. Individual action plans

The process of induction culminates in the confirmation of an action plan for each individual student. (See diagram **Initial diagnostic assessment and action planning**, previous page)

A successful induction programme will have been simultaneously preparing students, and enabling staff to:

- confirm or clarify the career aims of individuals
- ascertain the implications of career aims for
  - progression requirements; e.g. entry requirements for HE, employment
  - the current programme; e.g. suitability for purpose, desirable optional units, additional units, and additional studies
- decide on most appropriate GNVQ level to aim for
- negotiate components of individual learning programmes For example
  - choice of additional studies (A level, NVQ units, GCSE, vocational awards, etc.)
  - choice of optional and additional units
  - target level for core skill units (if student is capable of achieving higher level than target GNVQ)
  - core skill support requirements, and arrangements for meeting these (e.g. attendance in core skills workshop)
  - other learner/learning support requirements, and arrangements for meeting these
  - participation in work experience/work placement
- consider mode of learning and individual attendance requirements; e.g. flexible learning arrangements for part-time students (and see **Part A, Section 2.2 Target students**)
- finalise individual timetable
- review overall pattern of programme to ensure the student understands all aspects; for example:
  - dates of module/unit blocks
  - tutorial review dates
  - dates of residential

This information will be summarised in the form of an individual action plan, or learning agreement (see pages 132-134).

In most colleges, the individual action plan is completed and confirmed/agreed during a one-to-one meeting between the student, and the member of the programme team who will act as his or her tutor. (See sample **guidelines for completing individual action plans**, and sample **action planning pro forma** which illustrate the process. Further examples are provided in **Part B, Section 5 Assessment and recording**)

For further information on individual action planning, see *Maximising Potential Through Individual Action Planning*, FEU, 1994.

3.3.ii FEFC(E) learning agreements

The 'Entry' element of FEFC(E) funding is claimed on the basis of a completed 'learning agreement', for each student for whom full records are required (currently over 60 guided learning hours per year). For FEFC(E) purposes, this learning agreement, signed on behalf of the institution and by the student, should include the following details of the student's planned learning programme:

- student's name and address
- primary learning goal
- number of triannual periods planned to complete the programme
- a summary of any additional support to be provided
- a statement on tuition fee remission
- evidence of the assessment and guidance process by which the learning agreement was reached.

These FEFC(E) requirements can easily be met within the initial action planning process outlined above.

Audit evidence to substantiate colleges' claims for Entry units consists of an Initial Assessment and Guidance Completion Certificate signed by each student and a member of staff. (See **Part B, Section 2.2 Recruitment**) The process of preparing and signing the initial assessment and guidance certificate might form part of the GNVQ induction and action planning process.

3.3.iii Learning contracts

Some colleges conclude the induction and action planning process with the signing of a learning contract, between the student and the college.

The learning contract sets out:

- the service the student is entitled to expect from the college
- the college's expectations of the student

Learning contracts can provide a framework for discussion of the student charter, college complaints procedures and policies and roles. (See sample **learning contract, Part B, Section 3.3.v Sample material from colleges**)

3.3.iv Revisiting the action plan

The action plan which is completed at the end of the induction phase will be revisited at regular points throughout the programme. The rhythm of:

- reviewing progress
- recording achievement
- action planning

underlies the entire GNVQ programme. Some colleges use a single document for review and action planning throughout the programme. Other colleges differentiate between the focus of action plans at different stages;

For example:

• Initial action plan	(at end of induction) Focus is on long-term goals, and the programme as a whole.
• Review period action plan	(on completion of a unit, learning block or at a half-termly review point) Focus is on action points arising from review of progress in previous 'review period' e.g. unit, learning block, or half term. Action points will relate to targets and action in next review period, and may lead to a revision of the initial action plan.
• Assignment/activity action plan	(undertaken at the beginning of an assignment, to plan activity, set targets (e.g. deadlines), and identify any support or resource requirements) Completion will provide evidence for grading criteria.

Some colleges will already be familiar with the action or training plans used in TEC-funded schemes, and may wish to ensure some commonality between the various action plan formats that are in use in the college.

For further information on action planning in other phases of the programme and sample pro formas, see **Part B, Section 4. Assessment and recording** and *Maximising potential through individual action planning*, FEU, 1994.

For an example of a college's quality standards for the action planning process, see **Part B, Section 5.2 Quality assurance**.

3.3.v. Sample material from colleges

THE INDIVIDUAL ACTION PLANNING PROCESS

1. Where am I now? (*Process: Recording achievement*)

2. Where do I want to be? (*Process: Setting targets – specific, measurable, achievable, realistic and timebound*)

3. What are my next steps? (*Process: Devising attainable and realistic strategies or next steps – specific, measurable, achievable, realistic and timebound*)

4. How am I going to get there? (*Process: Guidance and negotiation – analysing what needs to be done*)

5. By when? (*Process: Setting a time scale – specific, measurable, achievable, realistic and time bound*)

6. Who will help? (*Process: Identifying who will help – resources available to you*)

SAMPLE LEARNING CONTRACT

Department ____________________

Student Name ____________________ **Tutor Name** ____________________

Main Programme of Study ____________________

This agreement is made between you, the student, and MacMillan College. Its purpose is to give you a clear understanding of your entitlements from us, and our expectations of you, in order for you to complete your studies successfully.

1. THE COLLEGE WILL PROVIDE:

   a) reliable and impartial information, advice and guidance to help you choose an appropriate course of study;

   b) an agreed programme of study, as identified in the attached timetable;

   c) the highest standards of advice, teaching and learning within the capability of the college;

   d) educational and careers advice, counselling and learning support, for those students who require it, on an ongoing basis;

   e) equal opportunities for all, through a policy which seeks to eliminate discrimination between individuals or groups on the basis of gender, race, disability, sexual orientation or class;

   f) a system where any recorded complaints made to your tutor or head of department or at reception will be formally investigated, and the results communicated to you within two weeks in the first instance.

2. OUR EXPECTATION OF YOU:

   a) I agree that I will follow the attached timetable and will attend all classes and timetabled activities punctually and explain any absences or lateness;

   b) I will take responsibility for my own learning, with the support of my tutor;

   c) I will maintain a satisfactory standard of behaviour and respect the rights of others, as defined in the College Equal Opportunities Policy;

   d) I will complete all work assignments to the best of my ability;

   e) I will take responsibility for entering and attending the correct examinations;

   f) I will leave the course at any time if, after discussion, it is agreed that my continued presence is not in my own interest or that of the college;

   g) on completion of my studies, or on leaving the college, I will return all books and resources which have been loaned to me.

Signed: ....(Student) Date: ....

Signed: ....(Tutor) Date: ....

part B **section 4**

Learning

4.1 *Active learners*

4.1.i Learning styles

GNVQs are designed to encourage the development of active, resourceful and self-reliant learners. For example, they emphasise:

- the development of knowledge, understanding and skills, through their application within a broad vocational area
- the development of core skills
- grading criteria based on students' performance in planning and evaluating their work, and their ability to handle information

The wording of GNVQ element titles gives an indication of the active approach to learning and assessment expected of GNVQ learners:

Report on...
Investigate...
Propose...
Plan...
Analyse...
Evaluate...
Identify...
Present...
Devise...
Use...

Because GNVQs are specified in terms of learning **outcomes** (units of achievement), teachers and learners are able to decide on the kinds of learning activities that will be undertaken in order to achieve the specified outcomes and produce the necessary evidence for assessment. When designing assignments, and choosing learning activities, it is therefore possible to take into account for example:

- the particular interests, strengths and weaknesses of individual students and teachers
- local circumstances and opportunities

e.g.

– the availability of particular facilities and resources

– local opportunities for work experience and employment

Theories abound concerning the ways in which people learn (see **Resource list**). Underlying these various theories, however, there is a measure of agreement concerning a number of factors that affect the ways in which different individuals experience life, respond to events, process information, solve problems, and learn.

For example:

- cognitive style
- personality type
- individual experience

The process of learning involves:

- reflection on experience
- abstract conceptualisation
- experimentation
- observation
- application

It is clear that not everyone learns in the same way, and that teachers' approaches to teaching are likely to be affected by their own cognitive style and their own preferred style of learning. It is therefore important to be aware of the effect of teaching and learning styles on learning and to provide learners with a range of learning activities which will enable them to capitalise on their strengths and work on their weaknesses. Some academics, active in the area of learning theory, argue that teacher over-emphasis of one style, to the virtual exclusion of others, is not only an 'unjustifiable self-indulgence', but more importantly, entails a failure to motivate and develop the learning of large numbers of students. Using a variety of teaching and learning styles activities will also enable learners to develop their skills as effective individuals.

It is helpful to be aware of a variety of possible approaches, and to provide learners with opportunities to use as wide a range as possible.

For example

Information-based approach
Learners receive knowledge and information.

Enquiry-based approach
Learners are involved in finding out knowledge and information, thereby experiencing a variety of ways of thinking through problems, and discovering solutions or answers.

Creative approach
Learners are encouraged to explore and express their feelings through the medium of the arts, and thereby become aware of themselves in relation to others and their environment.

Experiential approach
Learners are involved in activities which are seen as inherently educative, but which also require reflection and follow-up, to reinforce learning.

Awareness-raising
Learners are encouraged to explore their own feelings and reactions, and those of others, through group interaction.

Skills-training approach
Learners practise tasks and behaviours in a structured situation with clear learning goals to be achieved.

Modelling approach
Learners spend time observing others performing identified roles

GNVQ programme teams therefore need to consider the range and balance of activities that will be offered and in what proportion.

e.g.

- classroom teaching
- project/assignment work in resource centres
- independent study using open-learning materials
- directed activity in learning workshops
- videos
- group activities
- individual work, small groups, teams
- visits and visitors
- laboratory work
- practical skills workshops
- exhibitions, presentations, events
- role play, simulation
- work experience, work shadowing

Programme teams will need to consider the proportions of an individual or group's learning programme that will be spent on:

- teacher-directed learning (e.g. in groups)
- workshop activity
- independent learning
- tutorial support, as an individual or member of a group

4.1.ii Individualisation

Although a group of learners may be aiming for the same qualification, there is likely to be considerable variation in terms of the abilities, previous experiences, motivation, interests, strengths and weaknesses of individuals in the group. Moreover, GNVQs allow for considerable 'individualisation', both of learning programme and learning style.

For example:

- choice of optional units, additional units, additional studies
- learning activities are not specified by NCVQ or the awarding bodies
- the pace of learning is not supposed to be dictated by external tests since these are available several times each year

Consequently it is possible for individual learners to take an 'active' role in shaping and conducting their own learning. Similarly, the GNVQ style of assessment both enables and encourages learners to evaluate their own performance.

As learners take a more active role in their own learning, the balance of the teacher's role is shifting from:

– teaching groups and structuring the activities of groups

to

– supporting individual learners working semi-independently.

For example

College experiences

At one college, toward the end of the programme, students are encouraged to devise their own integrated assignments. This enables them to gather evidence to fill any remaining gaps in their portfolios, and make links between different areas of the programme, while at the same time, pursuing individual interests and generating evidence to meet the higher level grading criteria.

At another college students were invited to devise ways of meeting the performance indicators and evidence requirements themselves. This resulted in each student producing totally different pieces of evidence, all of a very high standard. However, the programme team foresee difficulties next year. It is anticipated that 80 students will be on the programme, so the team are afraid that if every student produces totally different pieces of evidence, the result will be an assessment nightmare. The team are therefore working on the development of a very thorough system of ongoing individual action planning, so that they will be able to keep track of the work of each student.

4.1.iii Flexible learning

Colleges are introducing GNVQs in the context of a national drive to raise participation and achievement rates (National Targets for Education and Training) which in turn is reflected in a new funding methodology for independent college corporations. For reasons of educational philosophy (e.g. to provide access for a wide range of learners to a curriculum that is relevant to the needs of the individual), as well as institutional efficiency, many colleges are in the process of moving toward more flexible provision, based on a unit-based or modularised curriculum and underpinned by a much greater use of flexible learning approaches; e.g. learning workshops and learning materials.

The design of GNVQs can be seen as particularly suitable for a flexible approach to delivery and many colleges are using GNVQs as a catalyst for progress toward greater flexibility.

Many colleges are building a proportion of flexible learning into their GNVQ programmes. This may take the form of a specified proportion of hours for supported self study or attendance in a learning workshop (see below). These allocations are generally specified at college level as part of an overall curriculum and resourcing policy.

For example:

College I

A learner attending college for up to 20 hours a week should be supervised within the department for up to 15 hours each week. The other five hours should be spent on supported self study or vocational support.

College II

The aim of the teaching/learning strategies is to develop flexible learning pathways designed to meet the needs of individuals. The balance between 'taught' sessions and support sessions with learners will shift over time. Structured individual support will be used to provide learning and recognise achievement.

College III

A 20-hour programme is proposed. It is assumed that, over a period of time, the proportion of delivery time will reduce, relative to the guided learning hours allocated, due to increased resource-based learning activities. It is proposed that tutorial modules be established, and that tutorial time is increased by reducing delivery time.

College IV

The weekly timetable should include a maximum average class contact of 18 hours per week. This must include some timetabled learning centre activity (this could be a regular amount each week, or blocks throughout the year).

What is 'flexible learning', 'supported self study', etc?

A variety of terms are currently in use, reflecting emerging practice; e.g. supported self study, directed study, resource bases, learning centres, open learning, flexible learning. The terms are used to mean different things in different colleges.

In general, the main vehicles for achieving greater flexibility are:

- a modularised or unit-based curriculum
- a tutorial system to provide the infrastructure for individual learning
- learning materials or packages
- workshops and resource centres

Resource centres

Resource centres are equipped to provide the resources that students need if they are to work independently to obtain information, and to complete assignments or project work. Resource centres are likely to include:

- sources of information
- access to information; for example, print, databases, learning technology
- equipment; e.g. photocopier, word processors, video viewing facility, audio tape recorders

Resource centres may be a general facility for the whole college.

For example

The college learning resource centres

- are campus-based and open to all students in their free time
- are the responsibility of and funded by Client Services
- offer all library services, including lending facilities, information technology, learning
- support, reprographics and private study areas

Learning resource centre

The new Learning Resource Centre is now open at the central campus. It takes in the whole of what was B floor in the Park Block.

Besides incorporating the library, the Centre has information technology facilities for use by students and staff. It has learning resource packs, Open Learning materials and computer software.

The Learning Support Base is situated within the Centre and times when specialist staff are present will be advertised. The resource technician is now based in the Centre, and the resource room is available to students as well as staff. There is a bookable tutorial room and computer room. A careers officer will be available in the Centre one day per week and a bookseller will attend one day/evening per week to sell books to students.

Alternatively, resource centres may be equipped to support a particular area of the curriculum; for example, business, modern languages. These dedicated resource centres are likely to be:

- the responsibility of a particular department or team
- stocked with learning resource packs, materials and assignments to support a particular area of the curriculum
- equipped with appropriate facilities, learning technology, software, and specialist equipment
- designed to support particular programmes, so that usage by particular students and staff may be timetabled

Learning workshops

In some cases, the term 'learning centre' or 'learning workshop' is synonymous with 'resource' centre. However, learning workshops are more likely to be staffed by teachers (e.g. numeracy or IT specialists), as well as by learning resources staff. Attendance may be on a drop-in basis for individuals to gain the tuition and other learning support they need. Groups may also be timetabled in workshops, because the learning environment, facilities and learning materials enable an active style of learning to be used, and make it possible for a variety of learners to undertake different kinds of individual or small group activities at the same time.

For example

Our learning workshops enable students to work on their own from learning packs, videos, computer packages and the like, BUT with a specialist member of staff there to support them. It is NOT private study and is timetabled for both students and staff.

Supported self-study, directed study, independent study

These terms are used differently in different settings to indicate a variety of activities.

For example, students may work independently in a resource centre, on assignments or learning activities already set by a teacher. Learning resources staff will be able to give guidance concerning relevant resources, the use of hardware or software, and perhaps general advice on 'study skills'; e.g. how to tackle a problem.

Students may be 'directed' to spend a set number of hours per week in a learning centre or workshop, staffed by teachers who will support the learner on an appropriate individual programme of activities; e.g. core skills development on the basis of a diagnostic profile.

A student may undertake 'private study' (e.g. an assignment or project) in a learning resource centre (e.g. a library), at home, or on the train.

A student may be undertaking structured learning activities to obtain evidence for assessment, while at work or in a work placement.

'Guided learning hours' for funding purposes are defined by the FEFC(E) as:

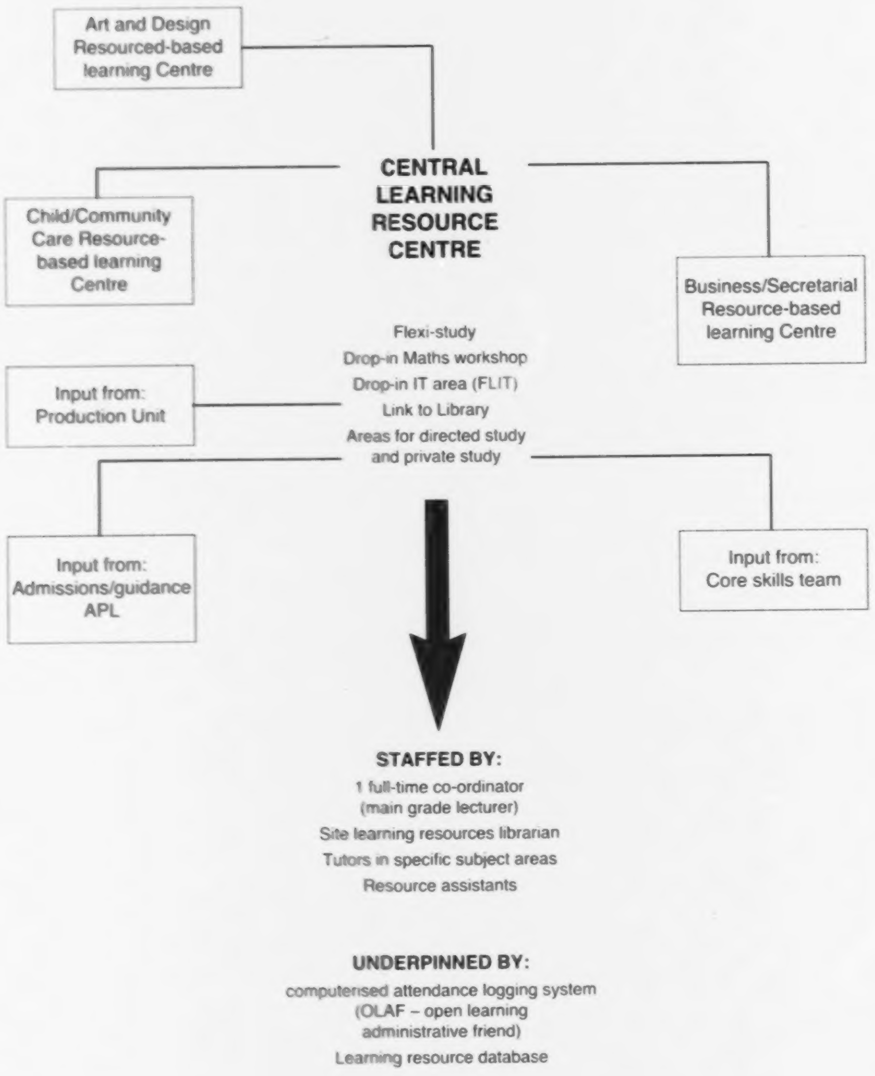
> '...all times when a member of staff is present to give specific guidance toward the qualification aim or module being studied on a programme. This includes includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing student's achievements, for example in the assessment of competence for NVQs. It does not include hours where supervision or assistance is of a **general nature and is not specific to the study of the students**.'
>
> *Explanatory Notes on the Guidance on the Recurrent Funding Methodology 1994-5, Annex A* FEFCE Circular 94/29

Flexible learning at one college

The college approach is to change learning from teacher-centred to student-centred, and then to student-centred and resource-based, and to create new staffing structures which include learning supervisors and assessors. Since September 1992 all GNVQ learners have been entitled to five hours per week supported self-study as part of their programme. As centralised support was not available these facilities were developed initially within schools of study. From next September, centralised supported self-study workshops will be available on the college's main sites. Close liaison between the workshop managers and supervisors and GNVQ programme teams will ensure the success of supported self-study.

From September 1993, the vocational support centre will provide Maths, English and IT support for individual learners who require additional help to enable them to progress successfully through their GNVQ programme. In addition GNVQ programme teams are able to book groups into the core skills workshop to assist with the development of core skills and to re-evaluate the production of the record of achievement.

Learning and resource team — college development targets


Art and Design Resourced-based learning Centre
CENTRAL LEARNING RESOURCE CENTRE
Child/Community Care Resource-based learning Centre
Business/Secretarial Resource-based learning Centre
Flexi-study
Drop-in Maths workshop
Drop-in IT area (FLIT)
Link to Library
Areas for directed study and private study
Input from: Production Unit
Input from: Admissions/guidance APL
Input from: Core skills team
STAFFED BY:
1 full-time co-ordinator (main grade lecturer)
Site learning resources librarian
Tutors in specific subject areas
Resource assistants
UNDERPINNED BY:
computerised attendance logging system (OLAF – open learning administrative friend)
Learning resource database

4.1.iv Phasing learning

GNVQ programme teams will also need to consider the programme of activities and assignments in relation to phases of learning.

For example, learning is likely to be enhanced if opportunities are provided to:

- obtain and assimilate information
- identify hypotheses
- experiment
- conceptualise
- apply
- relate to previous experience
- relate to other areas of information

These opportunities will need to be provided in ways that assist and reinforce learning. This is likely to involve consideration of issues such as sequencing, opportunities for rehearsal, and reflection.

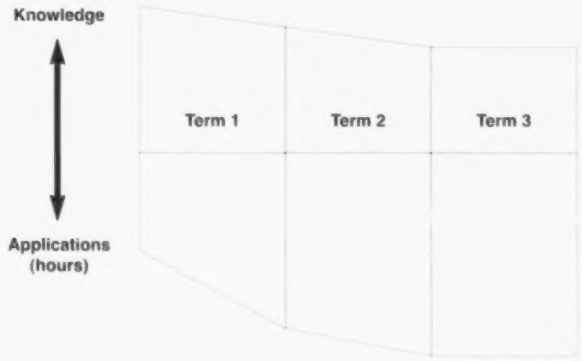
Activities should be sequenced carefully in terms of progressive knowledge, skills and competence development. They will need to support progress from relatively limited, closed situations and well defined tasks, to more complex, open-ended situations, requiring sophisticated discretion and judgement.

For example, one college involved in the first phase of GNVQs commented that, 'It was frequently difficult for the students to apply the knowledge at the time it was being taught.' Another College reported that some students needed active encouragement in order to make links between the things they had learnt in different parts of their programme.

A GNVQ Manufacturing programme team found it useful to split the curriculum for both Intermediate and Advanced programmes, into knowledge-based subjects and applications. The ratio between these two aspects changed as the students progressed through the programme.

The wedge-shaped curriculum

The ratio of knowledge-based subjects to applications changes each term, with the former decreasing and the latter increasing correspondingly. As the students' needs change, the ratio of knowledge to applications changes. For example, in the autumn term, students are taught Engineering Drawing for three hours a week, because it is essential to develop knowledge and skills early in the course. After one term, students are proficient enough to carry out the work required, and so the three hours are given over to applications in the second term. This creates a wedge-shaped curriculum, as illustrated below.



4.2 *Curriculum development*

4.2.i Detailed programme planning

Detailed programme planning will be undertaken by GNVQ programme teams, within the framework of any whole-college decisions that have been made concerning GNVQ delivery.

The underlying parameters of the programme will need to be set. These include:

- year pattern
  - length of programme
  - learning blocks
  - length of induction
  - role and timing of work experience
- target students
  - full-time, part-time
  - numbers
  - target range; for example, age, progression aims
  - open access
- design principles
  - multi-entry
  - group identity
- delivery model
  - unit-based, integrated, mixed
- core skills delivery
  - totally integrated
  - some group sessions
  - timetabled attendance in workshops
- tutorial arrangements
  - review weeks between learning blocks
  - ongoing, by case-loaded tutors
- range of additional studies available
  - additional units
  - access to GCSEs and A / AS levels
  - access to NVQs, and other forms of certification
- programme hours
  - number of hours available
  - deployment in terms of:
    - classes
    - workshop attendance
    - additional studies
    - tutorials

(see **Part A, Section 4. Resourcing GNVQs** and **Part B, Section 1. Programme organisation**)

Programme teams will need to undertake:

- a detailed analysis of the composition and requirements of the GNVQ; i.e. detailed study of unit specifications (mandatory, optional, core skills, additional) and test specifications
- consideration of the characteristics and requirements of the likely student profile

in order to decide how best to enable these students to meet the requirements of the GNVQ and to achieve their progression aims.

The main vehicle for delivering GNVQs will be the range of learning activities and assignments provided by the programme team.

In undertaking this detailed curriculum development work, programme teams will need to consider a number of issues and agree answers to some key questions. Colleges with some experience of delivering GNVQs have found the following steps essential.

Essential steps

- Identification of the likely members of the programme team as early as possible, so that they can be involved in all aspects of programme planning. If an 'integrated' model for core skills development is to be used, it will be advisable to include core skills 'specialists' in the planning team
- Arranging regular contact with the college GNVQ co-ordinator to:
  - avoid 're-inventing the wheel';
  - ensure coherence with other aspects of the college curriculum offer and services (e.g. use of workshops; access to the 'additional studies' grid);
  - ensure consistency with other GNVQ programmes in the college (e.g. the approach to assessment)
- Familiarisation of all members of the programme team with the detailed requirements of the whole GNVQ, including units, elements, performance criteria, range and evidence requirements. This will avoid a fragmented approach to curriculum design and a tendency toward over-assessment
- Detailed consideration of the GNVQ specifications. Does any clustering of units or elements suggest itself, relating to particular topics, themes, or perspectives? Is any particular sequence of learning called for, in terms of the progressive development of knowledge, understanding and skills?

Decisions concerning:

- What approach will be adopted for delivery of the vocational units? Are there advantages for students in adopting:

  For example

  - a unit by unit approach?
  - an 'integrated' approach, by means of themes or topics that 'overarch' more than one unit, or bring together elements from a number of different units?
  - a combination of both approaches?

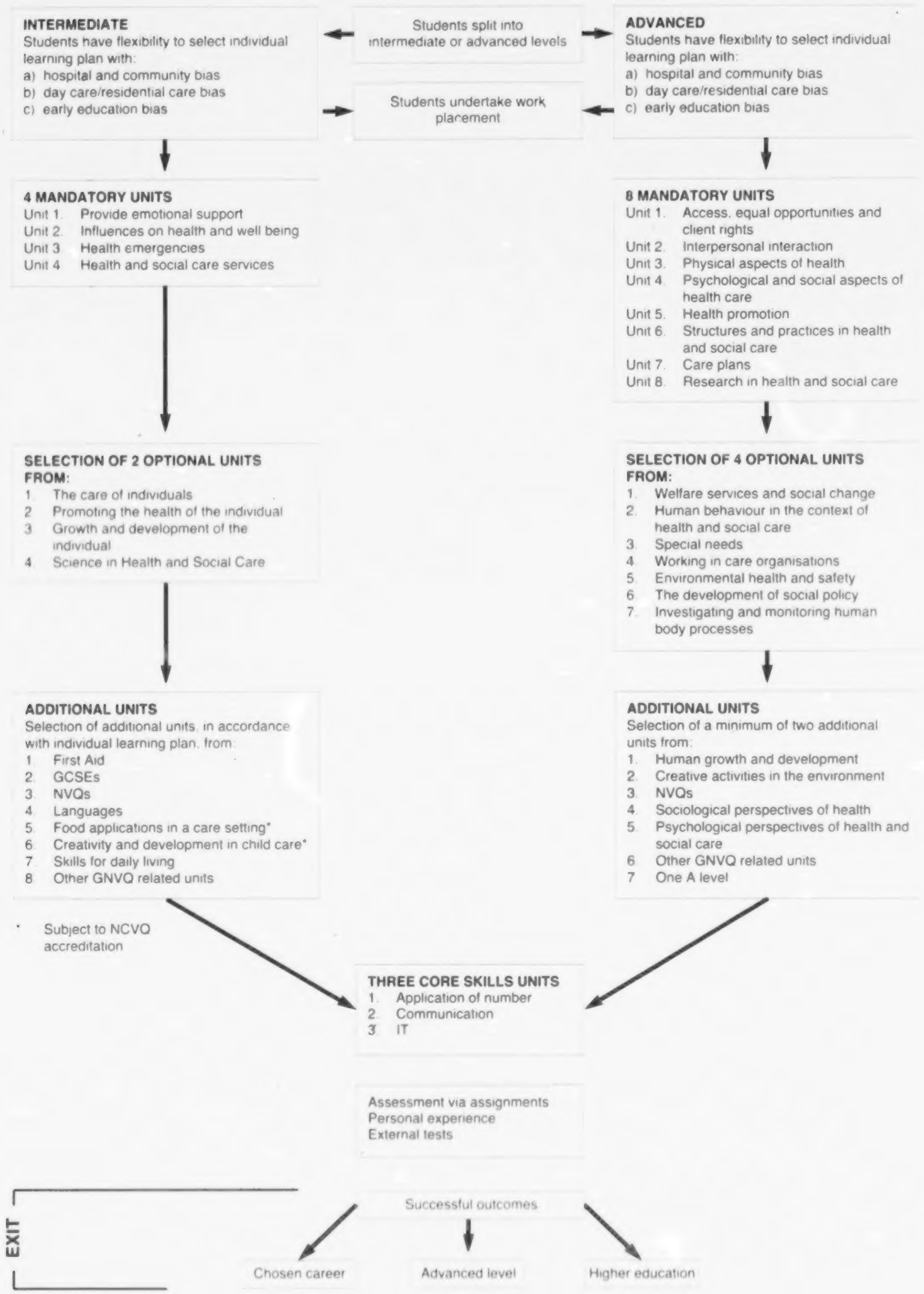
  (See **Part B, Section 1. Programme organisation**)

- What will be the requirements and interests of the likely student profile, in terms of tutorial support, core skills development, choice of options and units and additional studies, the need for flexibility and the need to belong to a group?
- What will be the likely progression routes of students, and what are the implications of these for programme design? Is there likely to be any overlap between the requirements of the GNVQ, and their previous achievements? Will the progression aims of some students dictate the choice of optional and additional units, and additional studies which should be available to them?
- Will only the three mandatory core skills units be assessed (Application of Number, Communication, Information Technology), or will students also be able to achieve certification for the two personal skills units (Working with Others; Improving own Learning and Performance)? Will there be an explicit focus on Problem-solving skills, to complement the grading criteria; (planning, evaluating and information handling)?
- What balance of teacher input, workshop style learning, independent learning will be appropriate?
- What function(s) will work experience or other forms of contact with employers serve?
- How will the progress of individual learners be tracked, in terms of coverage of elements, performance criteria and range, and within portfolios of evidence?
- How will students who progress more quickly or more slowly than others be accommodated within the design of the programme and the approach to delivery?
- Will there be any selection criteria for entry to the programme? What kinds of criteria will be appropriate? Will students applying for A level or GCSE programmes be counselled toward GNVQs in some circumstances?
- What will be the relationship between this GNVQ and the GNVQs at other levels in the same vocational area? Will there be any attempt to provide progressive learning experiences? Will students be recruited to a vocational area and assessed in terms of level during induction? Will it be possible for students to transfer from one level to another after they have started the programme?
- What functions will the induction programme need to serve? How long should it be?
  (see **Part B, Section 3. Entry**)
- What pattern of timetable will be most appropriate? Will it provide a sufficiently structured programme for young students? Will it provide access to an appropriate range of additional studies by coordinating with the college grid?
  (See **Part B, Section 1.3 Timetables**)
- Is there sufficient overlap in some curriculum areas to enable students to participate in a common programme, or to allow for some co-teaching? For example, A-level Art and GNVQ Art and Design; GNVQ and A-level Science. Are there some additional units which could be offered in common to students from GNVQs in different vocational areas? Will students from other vocational areas or levels be able to undertake units from this GNVQ as additional units?
- How will responsibility for programme delivery be shared among the members of the team?

College experiences

GNVQ Health and Social Care — Intermediate and Advanced

On programme



INTERMEDIATE
Students have flexibility to select individual learning plan with:
a) hospital and community bias
b) day care/residential care bias
c) early education bias

Students split into intermediate or advanced levels

Students undertake work placement

ADVANCED
Students have flexibility to select individual learning plan with:
a) hospital and community bias
b) day care/residential care bias
c) early education bias

4 MANDATORY UNITS
Unit 1. Provide emotional support
Unit 2. Influences on health and well being
Unit 3 Health emergencies
Unit 4 Health and social care services

8 MANDATORY UNITS
Unit 1. Access, equal opportunities and client rights
Unit 2. Interpersonal interaction
Unit 3. Physical aspects of health
Unit 4. Psychological and social aspects of health care
Unit 5. Health promotion
Unit 6. Structures and practices in health and social care
Unit 7. Care plans
Unit 8. Research in health and social care

SELECTION OF 2 OPTIONAL UNITS FROM:
1. The care of individuals
2. Promoting the health of the individual
3. Growth and development of the individual
4. Science in Health and Social Care

SELECTION OF 4 OPTIONAL UNITS FROM:
1. Welfare services and social change
2. Human behaviour in the context of health and social care
3. Special needs
4. Working in care organisations
5. Environmental health and safety
6. The development of social policy
7. Investigating and monitoring human body processes

ADDITIONAL UNITS
Selection of additional units, in accordance with individual learning plan, from:
1. First Aid
2. GCSEs
3. NVQs
4. Languages
5. Food applications in a care setting*
6. Creativity and development in child care*
7. Skills for daily living
8. Other GNVQ related units

ADDITIONAL UNITS
Selection of a minimum of two additional units from:
1. Human growth and development
2. Creative activities in the environment
3. NVQs
4. Sociological perspectives of health
5. Psychological perspectives of health and social care
6. Other GNVQ related units
7. One A level

* Subject to NCVQ accreditation

THREE CORE SKILLS UNITS
1. Application of number
2. Communication
3. IT

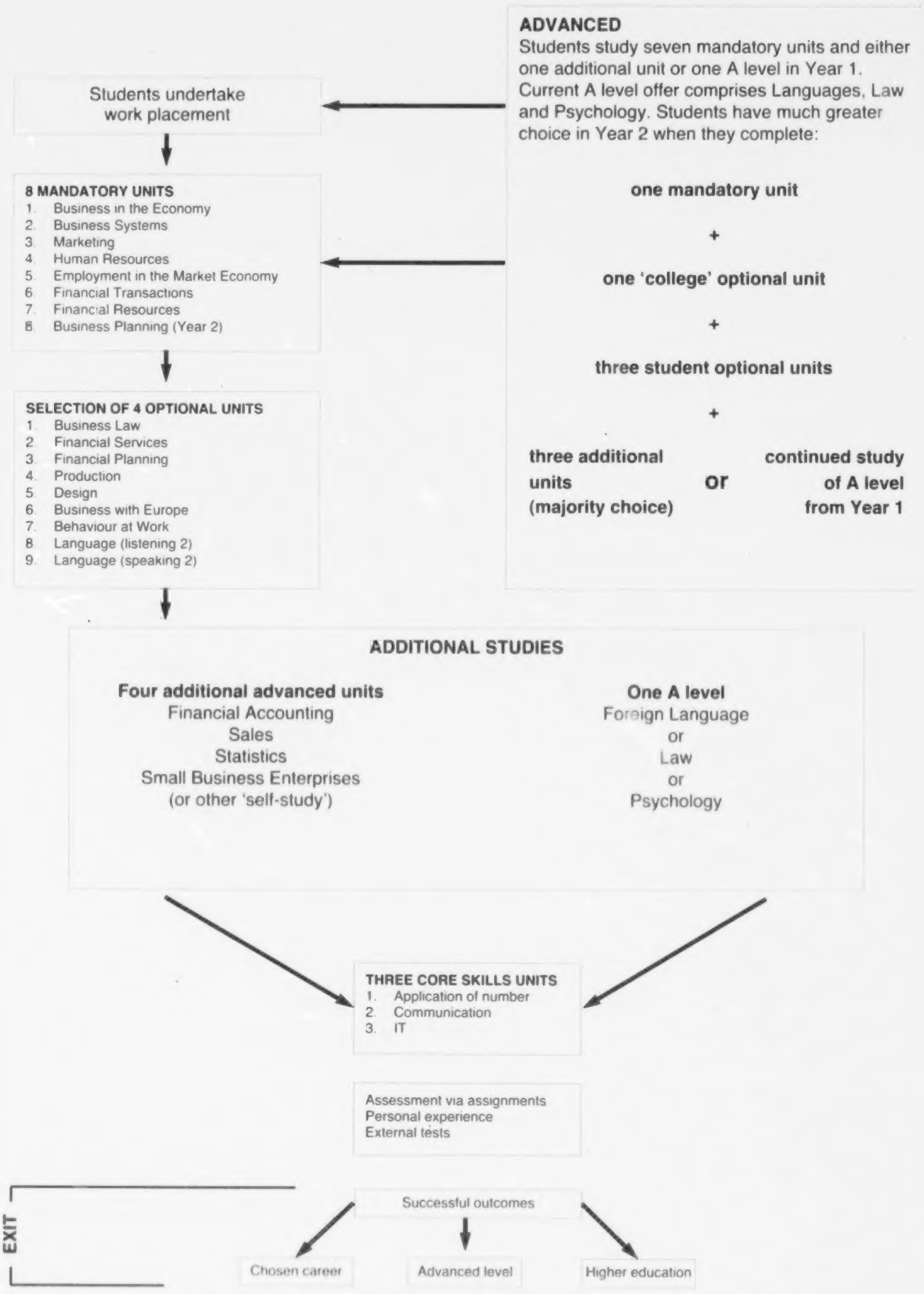
Assessment via assignments
Personal experience
External tests

Successful outcomes

Chosen career
Advanced level
Higher education

GNVQ Business — Advanced

On programme



ADVANCED
Students study seven mandatory units and either one additional unit or one A level in Year 1. Current A level offer comprises Languages, Law and Psychology. Students have much greater choice in Year 2 when they complete:

one mandatory unit

+

one 'college' optional unit

+

three student optional units

+

three additional units (majority choice) or **continued study of A level from Year 1**

Students undertake work placement

8 MANDATORY UNITS
1. Business in the Economy
2. Business Systems
3. Marketing
4. Human Resources
5. Employment in the Market Economy
6. Financial Transactions
7. Financial Resources
8. Business Planning (Year 2)

SELECTION OF 4 OPTIONAL UNITS
1. Business Law
2. Financial Services
3. Financial Planning
4. Production
5. Design
6. Business with Europe
7. Behaviour at Work
8. Language (listening 2)
9. Language (speaking 2)

ADDITIONAL STUDIES

Four additional advanced units
Financial Accounting
Sales
Statistics
Small Business Enterprises
(or other 'self-study')

One A level
Foreign Language
or
Law
or
Psychology

THREE CORE SKILLS UNITS
1. Application of number
2. Communication
3. IT

Assessment via assignments
Personal experience
External tests

The pattern of the programme

Induction	Module One Mandatory Unit 1 Mandatory Unit 2	Buffer zone	Module Two Mandatory Unit 3 Mandatory Unit 4	Buffer zone	Module Three Optional Units 1&2 (level 2) Mandatory Units 4&5	Buffer zone
	Nine weeks	Two weeks				
Induction	Module Four Mandatory Unit 5 Mandatory Unit 6	Buffer zone	Module Five Optional Unit 1 Optional Unit 2	Buffer zone	Module Six Optional Unit 2 Optional Unit 4	Buffer zone

- Each module lasts for nine weeks
- Amnesty periods can be used for administration, 'remedial' work, or work experience
- Tests can be scheduled during amnesty periods
- The weekly programme will cover 20 hours, consisting of:

10 hours of mandatory or optional units

+

Five hours of additional units or additional studies including GCSE, ESOL, 'remedial' literacy/numeracy, languages, etc

+

Five hours of basic studies, e.g. tutorials, logging of outcomes, supplementary studies, completion of assignments, RBL, etc

A GNVQ week

Programme Design

Monday	Tuesday	Wednesday	Thursday	Friday
GNVQ Units	GNVQ Units	Tutorials Action plans Records of achievement Access to learning resources to complete assignments	Additional studies	

Dilemma for the programme team – will this model provide sufficient structure for younger students?

Programme design

Advanced GNVQ — Business

Year One

Six mandatory units, plus two optional units.

The mandatory units were delivered in two major integrated assignments; a business planning assignment for a small business, and a work-based assignment requiring frequent access to a local business organisation. In addition, a number of elements were to be achieved as standalone packages.

Year Two

Two mandatory units, plus four compulsory optional units, plus a free choice of four more additional units.

This second year of the programme allows students to achieve a minimum of 14 units in total and a maximum of 18. It allows for a choice of three foreign languages, plus an international work experience exchange in Spain, Germany or Sweden.

Delivery formula

In one programme the delivery of each unit at Advanced level will be based on a lecture, seminar, workshop formula. This will roughly work out at:-

Lectures	*Seminars*	*Workshop*	***Total***
10 hours	20 hours	30 hours	60 hours per unit

At another college students were given formal input in the classroom and time within the timetable to complete assignments. The team felt that at Intermediate level it was important to monitor the students closely, and provide guidance to help ensure that they achieved the performance criteria. Time was also devoted to revision for the external tests, and 'mock' tests were prepared as often as possible.

For more information on programme hours, see **Part A, Section 4, Programme organisation**.

Pick'n'mix

The fact that Advanced GNVQ takes place over two years has created opportunities to allow students to follow their course through a 'pick'n'mix' programme. By treating the two year groups as a single unit, 38 course hours became available (19hrs x 2). With these, we hope to offer students a choice of six of the possible seven optional units; seven of the 18 available Additional units, as well as other vocational certificates. We will provide tutorial support, skills input and mandatory unit workshop time for those students who need to make up work not completed in Year One.

Auditing learning activities to ensure coverage of elements

Overall coverage of vocational and core skills criteria was ensured by carrying out an audit or mapping exercise on each unit and then combining the unit maps to provide a programme overview. Where auditing had taken place on an element by element basis, it was the responsibility of the tutor to ensure that all the performance criteria within the element were assessed by the activity or series of activities. The mapping exercise allowed gaps in Core Skill Unit coverage to be identified. If these gaps could not be realistically filled by vocational activity, then the areas were covered by learning support tutors, for example in separate maths classes.

Core themes

A decision was taken to encourage development and delivery of core themes by focusing on three which were thought to be particularly pertinent to living in the 1990s: **The Environment**; **European Dimension**; **Equal Opportunities**.

All GNVQ groups at both Intermediate and Advanced levels, carried out a major piece of work relating to each theme.

Coverage of core themes is monitored by a theme coordinator. Regular meetings are set up between the themes coordinator and programme teams.

Teams:

- outline how the three core themes are to be covered;
- map coverage of core themes, and the potential for evidence for GNVQ portfolios;
- monitor and review coverage of core themes;
- assess and record student achievement.

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4.2.ii Learning and assessment materials

Learning and assessment materials are proving to be the principal vehicle for designing and delivering GNVQs.

Various terms are currently in use, in some cases reflecting a difference in purpose or emphasis.

For example,

- learning package
- assignment
- learning materials
- open learning materials

However, these terms are sometimes also used interchangeably or imprecisely, reflecting current changes in practice.

For example, the distinction between learning and assessment is no longer always clear. GNVQ students undertake a variety of activities through which they are simultaneously both learning and generating evidence of that learning for the purpose of assessment. This is in contrast to qualifications which are awarded solely on the basis of the assessment of a student's performance in an exam taken at the end of a programme of study.

Distinctions are also blurring because teachers are using 'learning materials', 'assignments' or 'learning packages' as the means of:

- structuring learning programmes
- ensuring that students have opportunities to generate all the evidence necessary to achieve the GNVQ
- co-ordinating learning and assessment across programmes. For example, core skills development and assessment within 'vocational' assignments
- implementing a student-centred approach to learning
- providing flexibility. For example, learning packages can be used within taught sessions but also as a means of structuring 'supported self-study' in a learning workshop or elsewhere.

One college summarised the advantages of using 'learning packages' as follows:

> Our approach has been to develop learning packages to support the delivery of GNVQ units. The advantages of this approach are:
>
> - creates flexibility for individuals
> - creates parallel modes of access between taught/group sessions, and supported self-study
> - makes possible accelerated or delayed progress through a unit
> - gives the lecturer freedom to work with individuals
> - shares responsibility for delivery of the unit among a group of staff
> - addresses issues of staff absence and new staff joining the programme team.

> At another college, GNVQ programme teams have been allocated curriculum development time to enable them to produce flexible learning packs and a great deal of work has been done in this area. Additionally the college is a member of the Further Education National Consortium for Resource Based Learning, and these materials are used or adapted where appropriate. The intention is that each unit will be supported by a learning package. This will assist in the delivery of GNVQs to part-time learners.

Despite uncertainty regarding terminology, it may be helpful to draw distinctions between some broad categories.

Materials which act as a learning tool
(such as worksheets, exercises, task sheets)

For example

- convey information
- introduce new skills or concepts
- provide practice in using new skills or concepts
- provide opportunities for rehearsal, reinforcement, experimentation

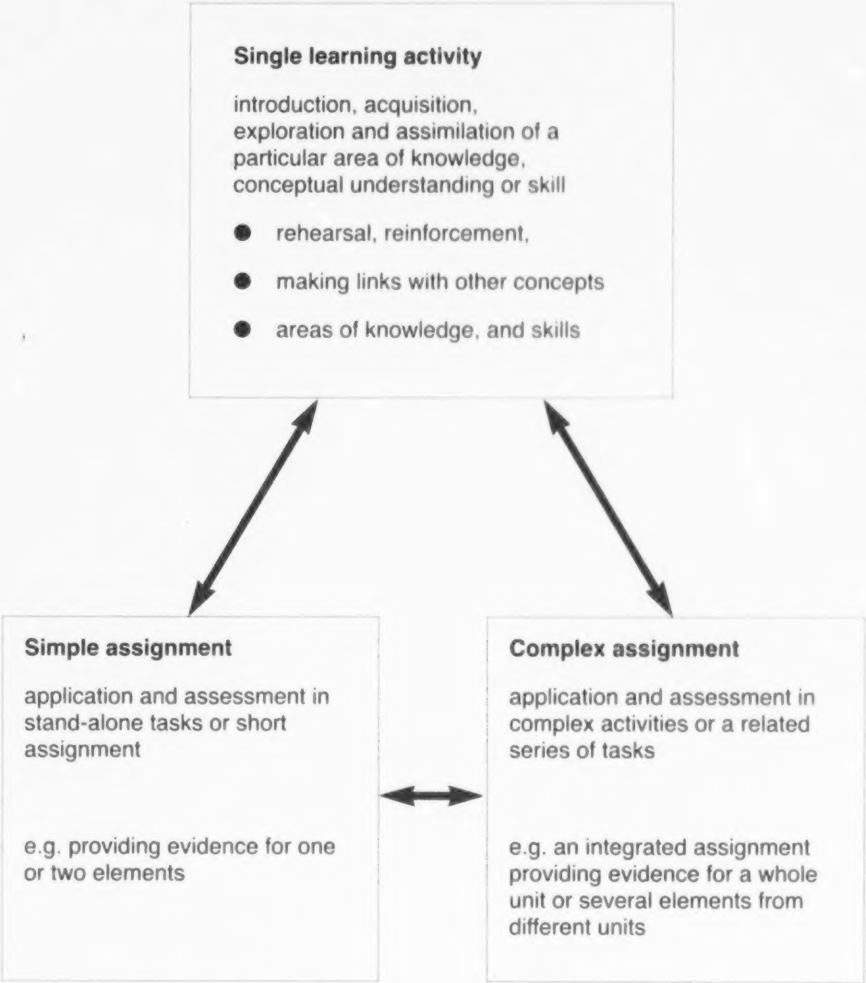
Assignments
(materials which structure learning activity and at the same time act as a vehicle for assessment)

- the activity might be set in a realistic or hypothetical context and would be likely to include a number of related tasks. There may be an outcome in the form of some sort of product, presentation or event
- assessment criteria would be identified
- opportunities for generating evidence for assessment would be identified
- instructions for completing the assignment would be addressed to the learner, and there would be an indication of the resources that he or she would need to use

Learning packages

- as above, but providing more support for an independent learner; for example, more detailed guidance; inclusion of some necessary resource material or information
- may include a number of different activities and assignments; for example, to cover a whole unit
- may have more in common with 'open learning' materials

GNVQ programme teams will probably need to make use of at least the first two broad categories of materials to provide for progressive development by learners. Learning packages can provide a supplementary form of access to GNVQ units; e.g. for 'fast track' or 'slow track'.



Single learning activity

introduction, acquisition, exploration and assimilation of a particular area of knowledge, conceptual understanding or skill

- rehearsal, reinforcement,
- making links with other concepts
- areas of knowledge, and skills

Simple assignment

application and assessment in stand-alone tasks or short assignment

e.g. providing evidence for one or two elements

Complex assignment

application and assessment in complex activities or a related series of tasks

e.g. an integrated assignment providing evidence for a whole unit or several elements from different units

Most GNVQ programme teams are using assignments and learning packages as the means of devising and managing their programmes. Materials may be:

- generated from scratch by the programme team
- adapted from existing materials, perhaps using materials from a number of different sources to create one assignment or package
- bought in; for example, from commercial publishers, or by joining a materials consortium such as the FE National Consortium for Resource Based Learning (see the **Resource list**)

Database and house style

A number of colleges are in the process of creating a database listing all the assignments and materials available in the college, indexed by topic, module, or learning outcome, or mapped against the assessment requirement of qualifications; for example, an index of all assignments and materials relevant to identified GNVQ or NVQ units and elements

These materials would be available to teachers in any programme area, as well as to learners, via learning workshops and resource centres.

Many colleges have decided to use a common house style for assignment cover sheets, to enable wide use within the college:

- an assignment or activity may be relevant to a number of different courses and qualifications
- a bank of assignments will provide alternatives for students, enabling them to choose an activity to suit their interests or requirements
- a range of assignments would be available for use within learning workshops

The design of the cover sheet would need to be agreed within the college, and would need to include clear information concerning:

- learning outcomes — to enable matching with assessment requirements of different qualifications, and the learning needs of individuals
- clear instructions for learners and other teachers

Preparing learning materials

Whether the materials will be originated by the programme team, purchased, or adapted from existing materials, it will be advisable for the programme team (including core skills staff) to follow the steps below:

- spend some time analysing and considering in detail the GNVQ specification, including units, elements, performance criteria, range, evidence requirements, and test specifications
- consider questions of sequence and commonality (see **Part A, Section 2.4 Curriculum design principles**)
- consider the requirements, interests and progression aims of the likely profile of students
- generate ideas for topics, themes, activities, and contexts for learning activities; for example, work shadowing, simulations, residentials, events, areas of popular or local interest

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- work up the ideas into assignments and learning packages
- analyse the draft assignment in terms of potential for generating evidence and relationship to test specifications. Identify gaps or undue duplication. Identify additional opportunities for skills development or for generating further evidence, if appropriate; e.g. core skills development
- map the assignment, and the whole assignment package, against a checklist of the GNVQ assessment requirements. Consider the assignment in relation to the other assignments and activities , and the programme as a whole.

  For example
  - overall coherence, variety and completeness of the learning experiences for students
  - coverage of GNVQ specifications, including range
  - opportunities to develop skills and generate evidence in relation to the grading criteria
  - timing and sequence; for example, does this assignment relate to any other? Is it more appropriate as an activity early or late in a learner's programme?
- identify the need for any preparatory work before students undertake the assignment; for example, teaching inputs, or skill development
- scrutinise the draft assignment for:
  - readability, useability and style, bearing in mind the range of likely reading or language skills of learners, and the potential use as supported self-study material; e.g. vocabulary, layout, sentence structure, use of illustration, density of text, whether the student is addressed directly
  - gender or cultural bias in terms of subject matter, visual images, use of language, and suggested activities (race, religion, class, age, gender)
- make sure that appropriate instructions and guidance are provided for learners, to enable them to work independently.

  for example
  - clarity about what the learner is required to do
  - terminology
  - sources of information
- prepare a cover sheet for the assignment or learning package, clearly stating:
  - learning outcomes
  - relationship with assessment requirements
    i.e. potential for generating evidence in relation to unit title, element(s), performance criteria- indication of aspects of the range which are covered / not covered by this assignment, area(s) of knowledge addressed
- add a self-assessment sheet for students; e.g. based on the grading criteria. It may be helpful to use the same format on all assignments, to help learners become familiar with the process.

The quality of the assignments and learning packages will be improved by means of:

- piloting and evaluating the material; obtaining and reviewing feedback from users, including learners, teachers on other programmes, core skills specialists, and learning resources staff
- subjecting the materials to constructive scrutiny by colleagues
- formulating explicit criteria for materials

  for example
  The FE National Consortium for Resource-based Learning states that materials should be:
  - self-pacing — giving learners control over rate and pace
  - motivational — with clear learning objectives and appropriate language
  - interactive — questions, activities, self-assessments and feedback
  - learner-centred — addressed to individuals and giving support
  - enjoyable!

Some colleges have formed learning materials panels to enhance the quality and accessibility of learning materials in the college, by for example:

- agreeing a standardised approach for cover sheets
- agreeing checklists for materials development
- agreeing a common house style, to assist transparency for users

  for example
  - format
  - consistent use of terminology
- ensuring that equal opportunities are addressed
- ensuring that core skills are identified

4.2.iii Sample assignments

These materials are presented as illustrations of a variety of approaches, and as a source of ideas for programme teams to adapt, rather than as models of best practice for imitation. They are not intended for direct use with students. Although these sample assignments and activities are set within particular vocational areas, the approaches they illustrate can be adapted to new contexts and matched with appropriate assessment requirements.

1 Investigate manufacturing systems

a Action research

b Manufacturing systems

Two assignments, illustrating progression from a relatively 'simple' learning activity (a visit to a company to obtain information as the basis for a report) to a more complex assignment involving the production and comparison of case studies. These assignments demonstrate different approaches to structuring students' learning, and include criteria for working with students to evaluate their written reports, and oral presentations.

2 The currency exchange board

An example of a contextualised induction activity, which familiarises students with the operation of core skills and grading criteria. This assignment includes guidance notes for learners and illustrates an approach to designing materials which could be used in a 'flexible learning' context, e.g. for 'supported self study' or independent use at home, or in a workshop.

3 Planning and managing an event

This is an example of an 'integrated' activity or assignment which could be structured to provide opportunities for generating evidence in relation to elements from a number of different units. The emphasis of this activity is on team work. The nature of the event to be organised can be determined by the interests of the group, or as the outcome of market research.

4 Devising a health questionnaire

This activity illustrates how learning can be fun! Devising a questionnaire or quiz, and putting it into practice, is likely to be a powerful and motivating means of acquiring and reinforcing 'knowledge' and using core skills. This activity was devised by a GNVQ (Advanced) Health and Social Care programme team, but the idea could be adapted for use in any vocational area.

GNVQ
SAMPLE ASSIGNMENT 1

These two assignments illustrate progression from a relatively 'simple' learning activity (a visit to a company to obtain information as the basis for a report) to a more complex assignment involving the production and comparison of case studies. These assignments were designed for use by Advanced GNVQ Manufacturing students.

INVESTIGATE MANUFACTURING SYSTEMS

(a) Action Research Visit

This assignment uses a visit to provide students with the opportunity to:

- obtain information
- consolidate their knowledge and understanding of processes and concepts which have been introduced at college

by means of questioning, observation, and obtaining promotional material.

The assignment culminates in the production of a report which will provide evidence for assessment against the vocational elements, indicated below.

In undertaking this assignment students would, in addition, have opportunities for practising and demonstrating core skills in communication, and perhaps IT.

Knowledge derived during this activity will serve as a useful preparation for unit tests. Information learned at college may become more meaningful and memorable for students if they have been able to observe the relevant processes in action, in 'real life'.

The programme team who originated this assignment use a number of such visits in the course of their programme, to provide a breadth of experience which enables students to explore and test their knowledge by means of comparison.

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GNVQ
SAMPLE ASSIGNMENT 1

INVESTIGATE MANUFACTURING SYSTEMS

ACTION RESEARCH VISIT
Coursework Assignment

The class will visit Collyhurst Paint Manufacturers Ltd. on: (date) ________________

The minibus will leave the campus at: ______________

The visit will last approximately: _______________

The Task

Use the visit to ask questions about their products and processes, employment prospects in the industry and qualifications needed. Relate the things you have learnt on the course to the things you see on the visit. After the visit you will be writing a report using the information you have obtained.

1. Obtain promotional material regarding company products

INVESTIGATE:

		Elements Manufacturing Advanced GNVQ
2.	What key features affect the design of the product?	1.1
3.	What type of production system is used *(jobbing, mass, batch etc.)*?	3.1
4.	Identify key stages of production	3.1
5.	What materials are used in the product and why?	3.1
6.	Are any special tools used in the process?	3.2
7.	Are there any special hazards with the process?	3.2
8.	Do any dangerous by-products result from the process?	3.3
9.	How is scrap material and effluent from the process disposed of?	3.3
10.	What inspection procedures and equipment are used?	3.2

for illustrative purposes only

▹ *Student Activity Sheet* ◃

GNVQ
SAMPLE ASSIGNMENT 1

PRESENT YOUR FINDINGS

Present your findings in a report. Imagine that the audience for your report is a group of visitors from abroad who are investigating manufacturing systems for use in their own country. You should prepare a formal report which is clear and which includes diagrams.

You should hand it in to (tutor) ________________ on (date) ______________

ASSESSMENT

For illustrative purposes only

	Comments
This visit will enable you to produce evidence for vocational elements: **3.1 Investigate manufacturing systems** **3.2 Investigate production processes** **3.3 Evaluate equipment and machinery for production** Information gained by completing this assignment will also be relevant to the external unit tests. Preparing your report will enable you to produce evidence for core skills elements as follows: **Communication 3.2 Prepare written material on a range of matters** *pc.* *1.* *the fullness and accuracy of information included is appropriate to the purpose and needs of the audience* *2.* *documents are legible* *3.* *grammar, punctuation and spelling follow standard conventions* *4.* *the format used is appropriate to the purpose of the material, and information is ordered appropriately to maximise audience understanding*	

	Comments
Communication 3.3 **Use images to illustrate points made in writing and in discussions with a range of people on a range of matters** *pc. 1. images are used to support main points and others which the audience may have difficulty understanding* *2. images provide clear illustration of the points to which they refer* *3. images are used at appropriate times/places* **Information Technology** If you use information technology to prepare your report you may be able to produce evidence towards relevant IT elements: **IT 3.1 set system options, set up storage systems and input information** **3.2 edit, organise and integrate complex information from different sources** **3.3 select and use formats for presenting complex information**	

GRADING

If you look in your log book you will see that grades are awarded
evidence of:

Planning; drawing up plans of act

Information Seeking and
to obtain informati

E

GNVQ
SAMPLE ASSIGNMENT 1

INVESTIGATE MANUFACTURING SYSTEMS

for illustrative purposes only

(b) Case Studies

This assignment requires students to produce case studies for two contrasting products, in order to demonstrate an understanding of the relationship between systems of manufacture, product type, material and scale of production.

Students are provided with information about one manufacturing system; naptha cracking in the chemical industry *(information not included in this manual)*. Students are required to research similar information about a small local industry, using the case history provided as a model, if appropriate. They then undertake a comparison of the two manufacturing systems by answering the questions listed in the assignment.

The outcomes of this assignment could be presented orally, using appropriate visual aids (e.g. video, slides, OHTs, graphs, charts), as well as in written form, in order to practise and demonstrate relevant communication skills. Presentations could be made to other members of the class, or to students in another group; e.g. Intermediate GNVQ students. Peer assessment and discussion of the criteria to be used will enable students to learn from each other and to improve their own skills.

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INVESTIGATE MANUFACTURING SYSTEMS

CASE STUDY ASSIGNMENT

Aim
To produce case histories for two contrasting products, to demonstrate your understanding of the relationship between systems of manufacture, product type, material and scale of production.

Student Brief
Information and activities are included to help you learn about naptha cracking in the chemical industry. You will research similar information about a local industry and compare the two in the following tasks.

for illustrative purposes only

The Tasks

1. PREPARATION

1.1. Work through the activities on the information sheets provided. Make sure you understand the theories and complete the calculations necessary to evaluate manufacturing systems.

1.2. Explain the terms:

a) fixed costs
b) total costs
c) economy of scale

Give examples for both industries.

1.3. Name the main world crude oil producers and list the main products of crude oil.

1.4. Explain how computer, control technology and robotics applications can be used in a process industry like naptha cracking.

1.5. Give examples of the way that political and environmental concerns affect the sources of raw materials.

2. CASE STUDIES

2.1 Draw up a list of headings for your case studies.
e.g. *raw materials, processing, handling and storage, dispatch, working practices, technology, costs*

2.2 Investigate your chosen local industry under these headings.
This could involve arranging to visit one or more local companies; using information gained through work experience; obtaining relevant information from libraries, resource centres or by contacting relevant organisations.

2.3 Analyse the naptha cracking industry using these headings.

3. COMPARISON

3.1. Compare the manufacturing systems of your chosen small industry with those of the naptha cracker in terms of: *raw materials, processing, handling and storage, dispatch and work practices, and your other chosen headings.*

3.2. Which of the two industries is most flexible in terms of changing market opportunities? Explain why.

4. PRESENTATION

4.1. Prepare and make an oral presentation, comparing your chosen industry with naptha cracking in the chemical industry.

The completed tasks will be handed to (tutor) ____________ on (date) ____________

Resources
You will need to arrange and make visits to your chosen local industry, as well as use the college library, information from tutors and workshops, class handouts and any other available sources.

Assessment
The specific outcomes will be logged by your tutor.

You will be able to generate evidence towards the following elements:

	Comments
Vocational Mandatory elements: 3.1 *Investigate manufacturing systems* 3.2 *Investigate production processes* **Communication** elements: 3.1 *Take part in discussions with a range of people on a range of matters* 3.2 *Prepare written material on a range of matters* 3.3 *Use images to illustrate points* 3.4 *Read and respond to written materials and images on a range of matters* Criteria for evaluating oral and written presentations - *see below* **Application of Number elements:** 3.1 *Gather and process data using group 1, 2, and 3 mathe* **Inform**	

Information gained by completing this assignment may be of use to you in the externally set assessment tests.

Feedback on your general performance will be through your tutor.

Grading
If you look in your log books you will see that grades are awarded according to whether you have shown evidence of:

Planning; drawing up plans of action; monitoring courses of action

Information Seeking and Handling; identifying information needs; identifying and using sources to obtain information

Evaluation; evaluating outcomes and alternatives; justifying particular approaches to tasks/activities

To achieve merit or distinction, one third of your total work over the course should show evidence of the grading criteria. Your tutor will feedback to you on your progress towards these grades.

Criteria for evaluating oral and written presentations

RATINGS SHEETS FOR PEER ASSESSMENT, SELF ASSESSMENT, AND DEBRIEFING

Oral Presentation

Criteria	**RATING**				
	Low 1	2	3	4	High 5
Content: *a) interest* *b) organisation* *c) preparation and research*					
Visual Materials					
Body Language; e.g. eye contact					
Voice Projection					
Awareness of audience					

Written Presentation

Criteria	**RATING**				
Communication Level 3 **Element 3.2**	Low 1	2	3	4	High 5
p.c.1. fullness and accuracy of information *information appropriate to purpose*					
p.c.2. legibility					
p.c.3. grammar, punctuation, spelling					
p.c.4. format appropriate to purpose *information ordered appropriately*					

GNVQ

SAMPLE ASSIGNMENT 2

THE CURRENCY EXCHANGE BOARD

An Induction Activity

for illustrative purposes only

The purpose of this activity is to provide learners with an early opportunity to:

- practise using the GNVQ grading themes
- develop an understanding of core skills
- demonstrate their abilities in core skills (e.g. for diagnostic/individual action planning purposes)
- experience the process of presenting evidence to these skills

and to develop in learners:

- an awareness and understanding of an aspect of the business world
- an interest in current affairs
- an ability to use newspapers as a resource

This induction activity was designed for use with GNVQ Intermediate Business students, but may also be relevant to students on GNVQ Leisure and Tourism programmes. This activity would generate evidence for the GNVQ Intermediate Business Option Unit 7 (BTEC), *Information for Business in Europe*, element 7.1. *Investigate Currency Transactions.*

This assignment includes guidance notes for learners and illustrates an approach to designing materials which could be used in a 'flexible learning' context; e.g. for supported self study.

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THE CURRENCY EXCHANGE BOARD

Aims of the assignment

The principal aim of this assignment is to introduce learners to the grading themes used in GNVQ programmes. It is not anticipated that this assignment will contribute to the final grade, but that it should provide an opportunity for familiarising student with the grading themes. Learners will also have the opportunity to produce evidence for core skills in 'Communication' and 'Application of Number'.

An additional aim of this activity is to introduce learners to the business world through a task which requires them to:

- survey a range of daily newspapers,
- choose which paper they think most appropriate to track down currency exchange rate information,
- extract relevant information relating to two dates, seven days apart,
- perform accurate calculations based on this information.

It is also intended that this activity should encourage learners to take an increased interest in reading newspapers in general, for business news.

Delivery

It is envisaged that learners should work individually.

If the activity is used for the option module '*Information for Business in Europe*', it may be desirable to restrict the currencies used to European ones.

Prerequisite knowledge and skills

Learners should have been introduced to the grading themes and core skills.

Learners should be able to use calculators, and will need to apply numeracy skills. They should also be able to write a memorandum using an appropriate format.

Resources needed

- Pro formas to be used by learners to record evidence for course grading themes.
- Access to quality newspapers.
- Calculators.
- Typewriters or word processors, if required.

Feedback to learners

Feedback should centre around learners' performance in relation to the grading criteria, *planning* and *information handling*, and the evidence they have generated. It is important that learners understand how the grading themes relate to the quality of their work, and that they know what they must do to achieve Merit or Distinction grades.

The sheets provided are intended for self assessment and for discussion with a tutor.

It will also be productive to have discussion on:

- fluctuations of exchange rates, and how they affect businesses;
- comparative values of the newspapers used;
- the importance of newspapers as a resource for studying business.

THE CURRENCY EXCHANGE BOARD

Overview
The main purpose of this assignment is to introduce you to the GNVQ grading themes and the core skills of 'Communication' and 'Application of Number'. This is a *practice* assignment and it is not expected that this work will contribute to your final course grade. You will, however, be able to produce evidence for Core Skills on the basis of your work for this assignment.

This activity will also introduce you to the use of newspapers as an important resource for all areas of your course. Newspapers are a valuable source of information about business in general. A number of different newspapers are available, and you will need to read several newspapers thoroughly to make up your own mind which ones contain the kind of information you require. The quality and usefulness of information in different newspapers varies considerably.

If you do not wish to buy newspapers for this assignment, your college library or local public library will have a selection you can use.

GNVQ Grading Criteria

Two of the criteria for merit and distinction grades in GNVQ (Intermediate) are:

PLANNING
1. Drawing up plans of action
2. Monitoring courses of action

INFORMATION SEEKING AND HANDLING
1. Identifying information needs
2. Identifying and using sources to obtain information

In the assignment you are asked to provide evidence for these two criteria.

Before you start any assignment you will need to ask yourself:

PLANNING

☞ 1 WHAT do I have to do?

☞ 2 WHAT ORDER should I do it in?

☞ 3 WHEN will I need to finish each task?

☞ 4 WHEN will I need to finish the whole assignment?

☞ 5 WHAT COULD GO WRONG?
What should I do to STOP IT GOING WRONG?
What will I do IF IT DOES GO WRONG?

☞ 6 HOW WILL I PROVE that I planned my work?

ACTION PLAN

For illustrative purposes only

INFORMATION HANDLING

☞ 1 WHAT information do I need?

☞ 2 WHERE will I find this information?
HOW will I get hold of this information?

☞ 3 HOW DO I GO ABOUT finding out exactly what I want to know?

☞ 4 WHAT EVIDENCE will I collect to prove how I found and used the information I needed?

ACTION PLAN

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Scenario: Background Information

Imagine that you are a junior clerk in a large hotel. One of your daily duties is to update the currency exchange board displayed at the reception desk in the hotel. The overseas tourists and business people who use your hotel are mainly from the USA, the Far East, and Europe.

To complete this assignment successfully you will need to do the following:

- find the information you need about currency exchange rates for two selected dates using a good daily newspaper
- think carefully about how you will lay out the information on the currency exchange board
- pay particular attention to the accuracy of your data and your calculations, when you calculate the various bills

Providing you have the newspaper information for your chosen dates, and a calculator, it should be possible for you to complete the assignment in about two hours or so.

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TASK ONE

Decide what you believe are the *ten* most important currencies.

You are going to prepare a Currency Exchange Board, showing the exchange rates for:

USA ◇ **Italy** ◇ **Japan** ◇ **France** ◇ **Germany**

and

the other five countries which you think are most important.

What are the names of the currencies in these ten countries?

Use a newspaper to find the information you need.

e.g.

CURRENCY EXCHANGE BOARD		
Country		Currency Exchange Rate for £1 Sterling as at date *1 April '94*
1	*United States of America*	*US Dollar 1.5368*
2		
3		
4		
5		
6		
7		
8		
9		
10		

for illustrative purposes only

TASK TWO

There are five delegates to an International Conference staying at your hotel, one from each of the following countries:

USA ◇ Italy ◇ Japan ◇ France ◇ Germany

Their rooms at the hotel cost £60 per night. It has been arranged that each of the delegates will pay for their rooms in their own currencies. They will be staying for one night only. Using your currency board, work out the total amount that each delegate will pay, using their own currencies.

TASK THREE

The same delegates were also at your hotel for a conference exactly 7 days ago, again staying for one night only. By finding the currency rates applying then, work out by how much each of their bills has increased or decreased since then.

TASK FOUR

Write up your findings in the form of a memo to your manager, who would like to know how foreign currency rates are changing. S/he would also like some information about the factors which may be causing the changes.

What skills have I used?

Grading Criteria

Planning
Look back at your action plan

◇ **What went according to plan?**

◇ **What went wrong?**

◇ **What would you do differently next time?**

◇ **How will you prove that you planned your work?**

illustrative purposes only

Information Handling
Look back at your action plan

◇ **What went well?**

◇ **What difficulties did you come across?**

◇ **What would you do differently next time?**

◇ **What evidence have you got that you found and used the information you needed?**

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Core Skill Units

What skills did I use?	What evidence have I got?	How well did I do?

Communication Level 2

Element

2.2 Prepare written material on routine matters

p.c.1. All necessary information is included and information is accurate.
p.c.2. Documents are legible.
p.c.3. Spelling, grammar and punctuation are used correctly.
p.c.4. The format used to present material is appropriate and information is ordered appropriately to maximise audience understanding.

2.4 Read and respond to written material and images

p.c.1. Main points are accurately identified.
p.c.2. The meaning of unfamiliar phr[illegible] images

What skills did I use?	What evidence have I got?	How well did I do?

Application of Number Level 2

Element

2.1 Gather and process data at core skill level 2

p.c.1. Techniques appropriate to the task are selected and used by the individual.
p.c.2. Activities required by the techniques are performed to appropriate levels of precision and in the correct sequence.
p.c.3. Mathematical terms and mathematical aspects of everyday language are used and interpreted with precision (ATI 36).
p.c.4. Data are recorded in the required units.
p.c.5. Data are recorded in the required format.
p.c.6. Records are accurate and complete.

2.2 Represent and tackle problems at core skill level 2

p.c.1. Techniques appropriate to the task are selected and used by the individual.
p.c.2. Activities re
techni
app
i

Vocational Unit 7 Information for Business in Europe

7.1 'Investigate currency transactions'

p.c.1. *European currencies are identified.*

The activity could be extended easily to include:

- *p.c.2.* *Different methods of changing currency are described.*
- *p.c.3.* *Methods of changing European currency are compared.*
- *p.c.4.* *Influences on exchange rates are identified and explained.*

What skills did I use?	What evidence have I got?	How well did I do?

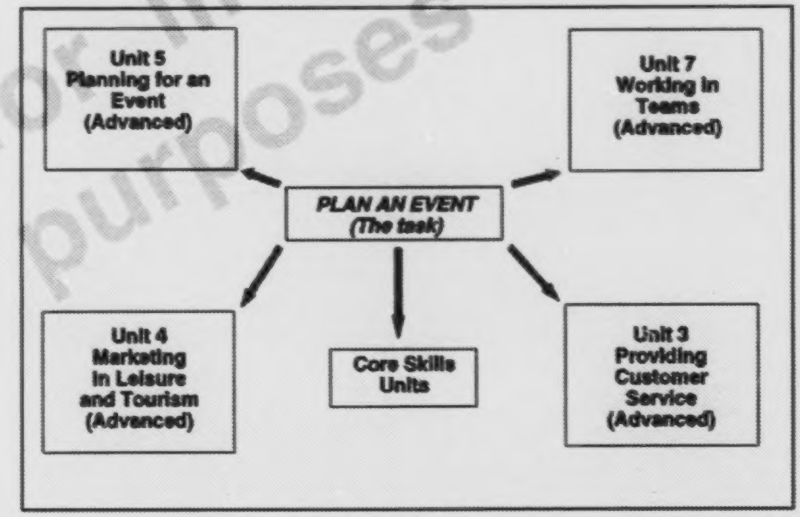
PLANNING AND MANAGING AN EVENT

This is an example of an 'integrated' assignment which could be structured to provide opportunities for generating evidence in relation to elements from a number of different units, as illustrated below.

This activity will give students direct experience of organising an event, and an opportunity to reflect on the factors involved. The emphasis of this activity is on working as a team.

for illustrative purposes only

GNVQ Leisure and Tourism (Advanced)


Unit 5 Planning for an Event (Advanced)
Unit 7 Working in Teams (Advanced)
PLAN AN EVENT (The task)
Unit 4 Marketing in Leisure and Tourism (Advanced)
Core Skills Units
Unit 3 Providing Customer Service (Advanced)

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PLANNING AND MANAGING AN EVENT

Overview
This is a flexible assignment. It can be adapted to suit the particular situation, facilities, resources and opportunities that are available to students, and to reflect their particular interests.

The emphasis in this activity is on team work. Group numbers for this assignment could be large or small. Individual learners may have the opportunity to undertake the activity in 'real life'; e.g. at work or on work experience, or by organising a local community event.

It is strongly recommended that a real event is organised. This adds realism to the assignment and can give learners a sense of ownership of the event. A real event also provides much more opportunity for active learning, as well as some 'real experience' to draw on for progression purposes.

In setting the parameters for the event to be organised, and the detail of the tasks to be undertaken by the students, programme teams will need to consider:

- the particular interests and progression aims of the learners
- local opportunities, facilities, resources available
- whether the objective is to raise funds or to cover costs
- timescales
- the role of the activity in relation to assessment:
    - ○ which units/elements will be targetted
      e.g. LT Unit 4 *Marketing in Leisure and Tourism*
      Element 4.2 *Identify market opportunities*
      Element 4.3 *Plan promotional activities*
      Communication skills element 3.3 *Use images to illustrate points made in writing and in discussions with a range of people on a range of matters*
      Personal skills unit *Working With Others*
- the detailed assessment requirements of identified elements
  ie. performance criteria, range, evidence indicators
- the role of this activity in generating evidence for the grading criteria
  e.g. Theme 1 - *Planning* - (planning the event)
  Theme 2 - *Information seeking and handling* (market research, preparing tender)
  Theme 3 - *Evaluation* (diaries and team evaluation, see below)

Tender specification
The programme team will need to prepare a brief specification for the event (e.g. purpose, scope, target participants). This will be used by learners to prepare their tenders.

Prerequisite knowledge and skills
It is desirable that learners have basic background knowledge of the Leisure and Tourism industry before embarking on this assignment, in order to relate their experience to the requirements of the units. This could be achieved by completing the unit, '*Investigating the Leisure and Tourism Industry*' (3LT1) or through prior experience and learning. The concept of tendering may be unfamiliar to learners. It is recommended that this assignment should be used after tendering has been introduced.

Introductory activities will also need to be provided concerning such areas as the preparation of budgets, scheduling of facilities, and analysing tasks in terms of roles.

for illustrative purposes only

Students working in groups are asked to prepare tenders for the job of organising and managing the event. The group who have prepared and presented the successful tender will act as the management team for the event. They will need to involve members of the remaining groups in the organisation and operation of the event.

Presentation and selection of tenders
A judgement needs to be made on the winning tender. You will need to consider:

○ how this judgement will best be made; e.g. selection criteria (see below),

and

○ by whom; e.g. peer group evaluation, presentation to a panel consisting of staff, and/or guests.

It will probably help to decide on a strict timetable for presentations, to simulate constraints in real workplace situations; ie. meeting targets, deadlines and so on.

Evaluating tenders

The following are suggestions for criteria that could be used to evaluate the tender presentations:

Tender preparation	○	extent to which the tasks involved in planning and managing the event have been thought through
	○	cost factors
	○	organisation of information
	○	use of introduction and conclusion/summary
	○	quality of information
	○	quality of presentation materials
Audibility	○	volume
	○	speed of delivery
	○	emphasis
Visual aids	○	relevance of material
	○	clear view
	○	organisation
Team work	○	evidence of involvement of team members

The criteria for evaluating the tender presentations could be discussed and decided by the whole group, or by the selection panel. An evaluation chart could be made up with appropriate headings, and could be used by both tutor and learners for peer group evaluation.

To provide evidence for assessment purposes:

○ an observation of each learner's performance during the tender presentations needs to be made and recorded
○ an observation of the debriefing session needs to be made and recorded

Action plans and diaries
Learners can be asked to keep diaries of their personal involvement and contribution to the work. These, together with action plans and a record of the evaluation of the event (planning and delivery), will provide evidence for the grading themes.

PLANNING AND MANAGING AN EVENT

Overview

This assignment is designed to give you experience of:

- planning, organising and managing an event
- preparing a competitive tender
- working as a member of a team
- (if your group 'wins' the tender, you will have the opportunity to 'manage' the work of others or to lead a team)
- producing evidence for your portfolio in relation to identified units/elements and the grading themes

Throughout the assignment, keep a diary of what you do, how you do it, and include notes of any problems you experience. Keep copies of any action plans you prepare, and save evidence of your contribution to the work.

Scenario

You are a member of an events management team. You are responsible for organising a leisure and tourism events.

You are in competition with other events management teams to win the contract to plan and manage a particular forthcoming event. Your tutor will provide you with an outline of the event that is required. You will use this *specification* to prepare your tender.

It may be necessary for you to carry out some market research concerning the event.

Each team will present its tender to a tender selection panel. The panel will select one team to organise and manage the event according to the plan outlined in its tender bid. The unsuccessful groups will join this team to put the plan into operation. Members of the successful team will act as managers of this big events management team.

The big events management team will put the plan into operation, by organising and managing the event. After the event there will be a detailed evaluation of:

- the planning of the event
- the event itself
- the way in which the team operated
- your own role as a member of the team

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TASK 1 PREPARATION OF TENDERS

Prepare a tender, in the form of a printed report to be submitted on (date). Your tender should include the following information:

a objectives/purpose of the event;
b target participants/audience;
c an outline of the proposed programme;
d details of the facilities and equipment that will be needed;
e details of the provision of food and drinks;
f costings;
g plans for publicity material;
h plans for customer care;
i an organisation chart showing the jobs that will need to be done, how these will be organised, and the lines of communication between the various roles;
j any other information that you feel is relevant and useful.

TASK 2 PRESENTATION OF YOUR TENDER

Organise and give a group tender presentation (maximum 15 minutes) based on the main points in your tender report, on (date), using a variety of presentation techniques.

All members of each group are expected to contribute to the presentation of tenders, and to be familiar with all areas of the tender. You should be prepared to answer questions from colleagues or staff on any aspect of your group's tender.

TASK 3 ORGANISING AND MANAGING THE EVENT

The team which is successful in the tendering process will become the Management Team for the event, and will implement their tender.

You will need to have planned ways of involving members of the remaining groups in the operation of the event. If your group's tender was not chosen, you will be given valuable roles to play by the successful group, and you should co-operate wholeheartedly with that group.

Keep a diary, recording and reflecting on your role in organising and managing the event. Your diary will help you to remember what happened when you come to evaluate this activity. It could go into your portfolio as evidence for the *evaluation* grading theme.

TASK 4 EVALUATION

The management team should arrange that formal feedback be gathered from the people who took part in the event (e.g. as audience, contributors, competitors).

You should also evaluate your own performance, and the performance of the team as a whole. Hold a group debriefing session to discuss how successful you feel the event was, to evaluate your own contribution, and that of the team. Make notes of ways in which the event and its organisation could have been improved.

The grading criteria and this assignment

All three grading themes (Planning, Information-seeking and Information-handling, and Evaluation) will be addressed during your work for this assignment. In order to contribute towards an overall Merit or Distinction grade in your GNVQ it will be necessary in this assignment to address the grading themes as follows.

Planning: *Merit Grade*: you would need to show that you participated in planning the event and undertook tasks in order of priority within a given time. You would need to be able to show that you knew when your plans needed adapting, and that you made changes with the help of your tutor.

Distinction Grade: you would need to draw up your own plans without help within agiven time period. You also would need to show that you recognised when changes needed to be made, and that you made them without help.

Information seeking:

Merit Grade: you would need to show that you decided what information you needed for the planning of your event. You would need to show that you worked out where to get the information and that you collected it without help. You had help in identifying extra sources of information.

Distinction Grade: you would need to show that you found all the information that you needed for your work on planning the event independently, ie. without help. You would also need to use a range of sources of information, and to explain why you selected the information that you decided to use.

Evaluation:

Merit Grade: you would need to review the activities you undertook, including an analysis of alternative courses of action you could have taken. You would need to judge the outcomes against the criteria for success, justifying the approach that you used.

Distinction Grade: you would need to add a detailed consideration of the relevant advantages and disadvantages of alternative approaches you could have used, and work out alternative criteria for judging the success of your work.

DEVISING A HEALTH QUESTIONNAIRE

This assignment illustrates how learning can (and should) be fun! Students will need to "master the relevant knowledge" in order to devise a questionnaire to test this knowledge in others. Preparing, distributing (e.g. to family, friends, colleagues) and processing the questionnaires is likely to reinforce students' own learning. This activity provides interesting opportunities for using core skills, especially Communication, IT and Personal Skills; e.g. designing a questionnaire, and analysing responses. This activity was devised by a GNVQ (Advanced) Health and Social Care programme team but could easily be adapted to other vocational areas.

DEVISING A HEALTH QUESTIONNAIRE

In this assignment you are going to devise a questionnaire to test people's knowledge about risks to health. In this way you will be promoting health awareness in others.

This assignment will help you meet the assessment requirements of:

Unit 5 *Health Promotion*
Element 5.3 *Identify different types of risk to health*

Advanced GNVQ in Health and Social Care

On completing this assignment, you should be able to:

1. Identify and explain the main risks to health of substance abuse. (p.c.1)
2. Identify and explain the main risks to health of unsafe sexual practices. (p.c.2)
3. Identify and explain the main risks to health associated with smoking. (p.c.3)
4. Identify and explain the main risks to personal safety to be found within the environment. (p.c.4)
5. Identify ways in which all the above can either be avoided or minimised. (p.c.s 1-4)

Range
The areas this assignment will cover are:

1. Substance abuse; e.g. drugs, solvents, tobacco, alcohol.
2. Risks from unsafe sexual practices; e.g. sexually transmitted diseases including HIV infection.
3. Risks to personal safety; e.g. safety of equipment, electrical hazards, exposure to harmful substances.

Your core skills tutor(s) will help you identify which core skills you will be using.

ACTIVITY

1. Decide who your questionnaire will be aimed at.

e.g.
- ○ students on another course
- ○ friends; e.g. in a club or sports team
- ○ colleagues at work
- ○ family members

2. Devise a questionnaire which you feel will be appropriate to the people in your target group. The questions should test their knowledge on the areas covered by this GNVQ element (see above).

Your questionnaire should be in five sections relating to:

a) Drugs b) Smoking c) Alcohol

d) HIV and safer sex e) Environmental Hazards

Each section should contain six questions. At least three question in each section should test knowledge of how to avoid or minimise personal risk.

Leave space under each question for recording the answers.

Prepare an accurate answer sheet for the questions you have asked. You may want to give copies of the answer sheet to people after they have completed the questionnaire.

Add a question which asks the person to give his or her opinion about the way this piece of research was conducted.

(see *Notes on Preparing Your Questionnaire*, below)

3. Try out this questionnaire on at least five people in your target group. You can ask them to complete it in writing, or you could use it to interview people and write down their answers. Afterwards, make any modifications necessary to improve the questionnaire.

4. Spend some time considering their answers. Write a report (300-400 words) on the level of knowledge/awareness that their answers showed.

NOTES ON PREPARING YOUR QUESTIONNAIRE

- ☐ Use a computer, if possible
- ☐ Include spaces for information about the person answering the questions; e.g. age, gender, occupation/course, religion
- ☐ Questions will need to be clear and easy to read (wording, layout)
- ☐ There will need to be spaces for answers (how much space will be needed?)
- ☐ If some of your questions require a simple YES or NO answer you might like to think about small boxes for ticks
- ☐ Your spelling, punctuation and grammar should be accurate and follow standard conventions.
- ☐ The general format of your work should be appropriate.
- ☐ If you are going to give out an answer sheet to people after they have completed your questionnaire, you may want to devise a scoring system.

Being sensitive...

You will be asking people to respond to questions which some may find difficult in different ways. You should therefore bear in mind the following:

- ☐ *Remember that you are dealing with issues that some people may find embarrassing or personal.*
- ☐ *You should ask people if they are willing to respond to your questionnaire, in a way that is courteous.*
- ☐ *You should be aware that some people have no, or little knowledge on some of the subject areas, and in no way should they be made to feel humiliated or belittled.*
- ☐ *Remember that people who co-operate with you are doing this to help you and you should show that you appreciate this.*

4.3 *Supporting learning*

4.3.i Supporting individual learners

GNVQs embody a student-centred philosophy; programmes can be shaped to meet the needs and aspirations of individual learners, who are encouraged to take an active role in defining and evaluating their own learning strategies, and to develop transferable core skills. This approach relies upon a strong and effective system of support for individual learners as they progress through their programmes.

(see diagram **Learner support** overleaf)

Learners will need regular opportunities to work with members of the programme team, and perhaps other learners, to:

Negotiate

e.g.
- components of their own learning programme
- style of learning activity
- timing of assessment

Plan

e.g.
- how to approach a piece of work
- own career pathway

Reflect

e.g.
- on what went wrong with a piece of work
- on alternative ways of approaching a problem

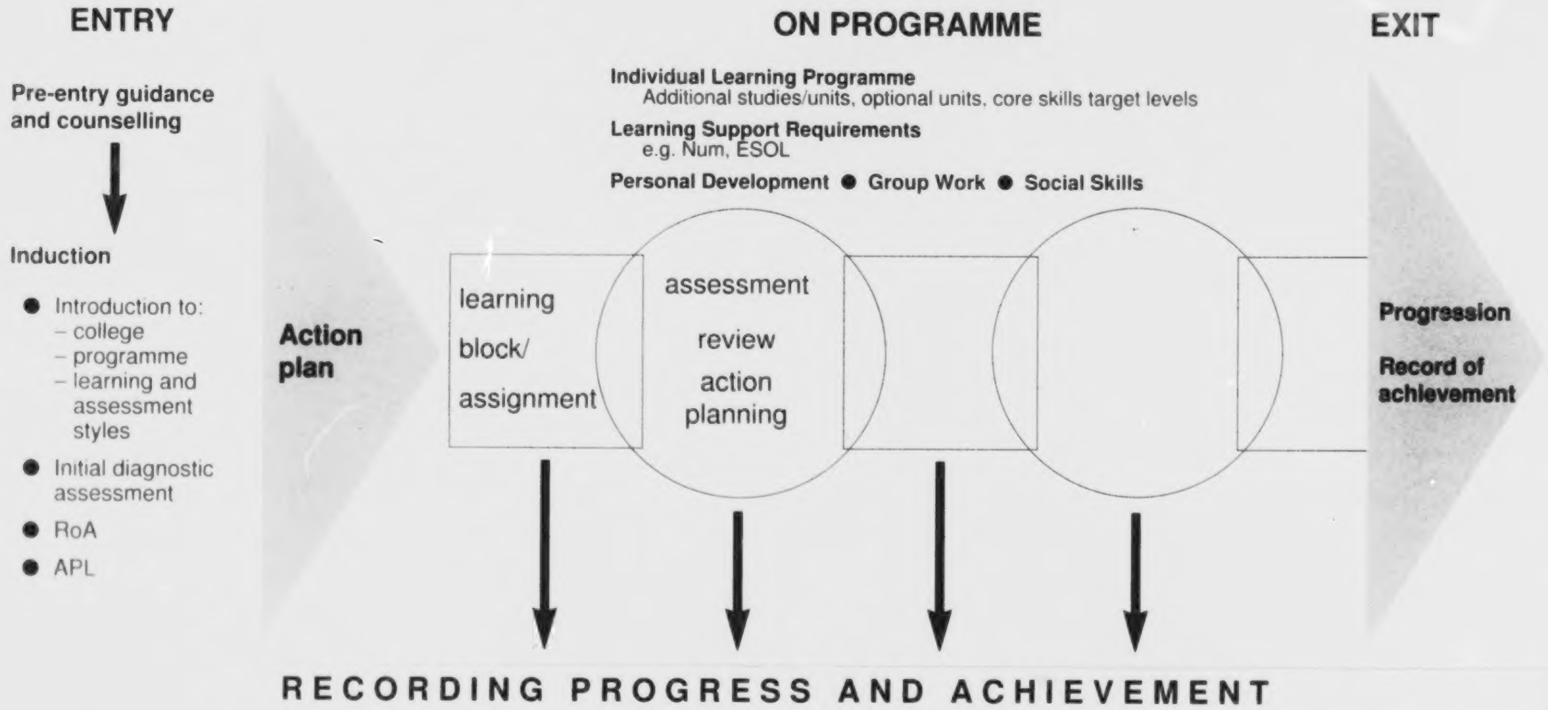
Review

e.g.
- overall progress so far
- progression aims
- what has been learned in an activity
- evidence for assessment generated by an activity

Record

e.g.
- progress within an activity
- experiences
- achievement

The process of **assessment**, **review**, **action planning** and **recording** will provide the infrastructure supporting each student's progress through their learning programme. It will be repeated at the beginning and end of each learning block (e.g. unit or module) and each learning or assessment activity (e.g. assignment, work experience). Students need to take an active role in this process in order to develop themselves as effective learners, and to gather evidence of their ability to meet the grading themes: **planning; information seeking and handling; evaluation; quality of outcomes**. This process is also likely to develop skills and provide evidence for the additional core skills units in **Personal Skills; Working with Others and Improving Own Learning and Performance and Problem Solving**.


ENTRY
ON PROGRAMME
EXIT
Pre-entry guidance and counselling
Induction
Introduction to:
– college
– programme
– learning and assessment styles
Initial diagnostic assessment
RoA
APL
Action plan
Individual Learning Programme
Additional studies/units, optional units, core skills target levels
Learning Support Requirements
e.g. Num, ESOL
Personal Development ● Group Work ● Social Skills
learning block/ assignment
assessment
review
action planning
Progression
Record of achievement
RECORDING PROGRESS AND ACHIEVEMENT

Colleges are organising the provision of support for learners on GNVQ programmes in a variety of ways.

For example

- group tutor, with overall responsibility for the pastoral care and academic progress of all the students on the programme
- case loading of members of the programme team
- combined with responsibility for core skills development or vocational units
- fixed review points between learning blocks
- regular individual tutorials

See below for examples. **Part A, Section 5, Staffing** also provides further examples of ways in which colleges are deploying responsibilities for supporting learners on GNVQ programmes.

Whatever approach, or mix of approaches, is adopted it seems essential that each student has regular one-to-one contact with a designated member of the programme team who maintains a detailed overview of the progress and experience of that student.

Learners, particularly those on flexible learning programmes, are likely to benefit from regular group tutorial sessions. Moreover, students can gain mutual benefit from learning to support each other; for example, in structured mentor relationships, partnerships, teams, and peer debriefing sessions.

The use of standardised documentation for reviewing, action planning and recording achievement will help students to become familiar with the process and to take ownership of it. Nevertheless, some progress toward greater sophistication will need to be built in; for example, by making use of the grading criteria at progressive levels.

The revised Training and Development Lead Body (TDLB) standards include national standards for supporting learning.

For example:

Unit C 26 Support and advise individual learners

Element C263 Advise and support individual learners in managing their own learning

Performance criteria

a) Learners' needs for advice and support are accurately identified with them.

b) Identification of learners' needs is based on an accurate analysis of the range of factors which learners need to manage in order to achieve their learning objectives.

c) Accurate, relevant and adequate information and advice is given to learners about the competence and resources needed in order to manage their own learning.

d) Appropriate guidance is given to learners in order to enable them to develop their ability to manage their own learning.

e) Guidance given to learners avoids bias

f) Ongoing support available to learners in managing their own learning is clearly explained to them.

g) Difficulties in managing learning are explored with learners and appropriate guidance provided.

TDLB units, elements and associated performance criteria can be used as a means of developing and certificating staff skills in supporting learning.

(For information on how to obtain the TDLB revised standards, see the **Resource list**.)

College experiences

Tutor roles

At the outset, one hour a week was designated for a class tutorial. During the year this was found to be insufficient for student needs and three specific tutor roles were identified. An adaptation of this system will be introduced next year with possible amalgamation of the three roles into two. The three roles identified were:

- *class tutor*; responsible for registers, general administration, attendance
- *personal tutor*; responsible for pastoral matters, references, academic progress, and action planning. This would be undertaken for about five students
- *unit tutor*; responsible for assessing and IAP for their own units

Case loading

The course tutor maintained overall responsibility for the pastoral care and academic progress of the students. Each member of the course team had day to day responsibility for a number of the students, the exact number depending on the teaching commitment of individual staff. Each team member reported to the course tutor on attendance, punctuality and discipline on a daily basis. Reports on assignment progress were made to the course tutor weekly and at the end of each unit block (see also **Part A, Section 5, Staffing**)

Delivery models

Example i.

Core skills tutors are timetabled for 1 hour per week for assessment and review of learning with their case load of students.

Example ii.

The college timetable is suspended for one entire week in every ten weeks. All students and staff devote the week to review and evaluation of progress.

Example iii.

22 hours class contact - 16 of these for mandatory, core and optional units, 6 for additional units. Within this is 1 hour per week per group with a personal tutor which can be taken on a group or individual basis. Some weekly mandatory time is given over to one to one assessment evaluation and feedback with personal tutor.

Example iv.

18 hours class contact includes 1 hour pastoral tutorial and 1 hour tutorial and guidance with vocational tutors.

Induction

An individual tutorial was used as part of the induction process to attempt to identify any APL evidence, in particular for the core skills. Next year the approach to induction will change since the team now see induction as an on-going process spread throughout the year and linked to the beginning of each unit block

Individual tutorials

Individual tutorials were held on a regular basis with additional tutorials being provided for those who failed to achieve satisfactorily on assignments or external tests. The tutorials were also the place where the individual action plans were negotiated. Action plans were seen as an important part of each unit assessment. The plans contributed to the indicative grading and more attention will need to be given to action planning next year.

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Tutorials treated as units

GNVQ piloting has led to the development of a college model for delivery, with a unit-based approach, with the ability to recruit three times a year in the first place.

During the earlier part of this year considerable management effort was put into the development of student centred approaches. This placed emphasis on resource based learning, induction and tutorial systems which are all required to provide the infrastructure for a unit-based curriculum.

There are dangers in unitisation if effective tutorial and student support systems are not in place. These centre on potential loss of integrated course activities and also group identity.

It is therefore proposed that tutorials should be treated as units, and that tutorial time is increased by reducing delivery time. Tutorial time should be used to accredit core skills as well as integrated learning across units.

It is important that study skills and careers education are supported and also accredited through the tutorial system. At the heart of the tutorial process must be:

- Recording of Achievement
- Action Planning

As part of the tutorial system it is recommended that students take on mentoring roles for new and/or less experienced students. Mentoring will contribute to personal skill portfolios.

part B section 5

Assessment and recording

5.1 *Assessment*

5.1.i. Background Information

GNVQ assessment is based on a process of making judgements about evidence, to decide whether or not a candidate has met the full requirements of each unit, comprising elements, associated performance criteria and range. Assessment must also ascertain whether a candidate understands the principles and knowledge which underpin the activity described by the element, across the specified range.

The main features of GNVQ assessment and accreditation are:

- internal assessment, based predominantly upon evidence from activities such as investigations, projects and assignments which demonstrate the candidates' skills, knowledge and understanding
- assessment is seen as an integral part of learning in GNVQ programmes. Regular feedback enables students to review and plan their work.
- internal and external verification to confirm that the full evidence requirements of units, consisting of elements, performance criteria and range statements, have been met
- achievement of external tests for mandatory vocational units, to confirm knowledge and understanding across the specified range
- to be awarded the GNVQ, all the required units must be achieved
- candidates can request a certificate of unit credit on completion of one or more units
- merit and distinction grades are awarded on the basis of the application of national grading criteria to the portfolio of evidence as a whole, on completion of all the required units, rather than on the basis of performance within individual units, or in external tests
- merit and distinction grades are awarded on the basis of the way in which students have carried out their work, as well as on the quality of the outcome

NCVQ criteria for the assessment of GNVQs include the following principles:

- access to assessment should be available to all who have the potential to reach the standard required, and be free from any barriers which restrict access unnecessarily. For example, assessment must be independent of:
  - the mode, location or duration of learning
  - upper and lower age limits, except where legal restraints make this necessary
  - any specified period of time to be spent in education, training or work
  - alternative but comparable forms of assessment should be provided, where this will help to increase access to the qualification, particularly for students with learning difficulties and disabilities
  - the promotion of credit accumulation and accreditation of prior learning (APL) arrangements, by awarding bodies, is required
  - performance must be demonstrated and assessed in activities (e.g. investigations, simulations and projects, work experience, work surveys), which offer the opportunity to demonstrate the skills, knowledge and understanding required by the specification.

(*Draft GNVQ Criteria and Guidance*, NCVQ, September 1994)

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Moreover, the 'spirit' of GNVQs is embodied in some significant concepts and assumptions underlying the assessment model:

For example

- that the learner is responsible for producing and presenting evidence to show that he or she has met the performance criteria, in order to claim the award. Learners will be supported in this by members of the programme team, and others; for example, work experience supervisor, learning resources staff.
- an approach to learning and assessment which is based on the application of skills, knowledge and understanding within 'holistic' learning experiences. NVQs and GNVQs have been specified for assessment purposes, by means of the analysis of a topic or task into its component parts. However, it is not intended that candidates approach learning and assessment activities in this way. Instead, learning experiences which are meaningful in themselves can be analysed to provide evidence for relevant elements and performance criteria.
- the concept of not-yet-achieved, rather than failed. The *Draft Criteria and Guidance for GNVQs* (NCVQ, September 1994) state that:

  > 'the assumption behind the model is that all candidates will persevere with a unit, or set of units, until they have met all the requirements for the award of the unit(s). This includes repeating the external assessment as well as spending more time on project work and related activities.'

  The availability of certificates of unit credit, listing the units achieved by an individual toward a GNVQ, also reflects this approach.
- the concept of mastery learning; i.e. 'the thorough command of the skills, knowledge and understanding required by a unit' which underlies the NVQ model of assessment.

  > 'To pass a test a candidate must demonstrate mastery of the knowledge, understanding and principles which underpin the unit, as identified in the test specifications, so that the pass mark set will be high.'
  >
  > *Draft GNVQ Criteria and Guidance*, NCVQ, March 1993.
- the emphasis on the assessment of skills, knowledge and understanding through their application is supported by the requirement for achievement in three core skills units. Similarly, the focus of the grading criteria is on students' ability to plan, to seek and handle information, and at Advanced GNVQ, to evaluate approaches, outcomes and alternatives and on the quality of their work.

5.1.ii The assessment process

GNVQs involve a number of different kinds of assessment.

Internal assessment

Judgements concerning whether the evidence demonstrates that the candidate has met the assessment specification; unit specifications, elements, performance criteria and range. These judgements are subject to verification by both an internal and external verifier. Assessment may be diagnostic, formative or summative.

Testing

Unit testing confirms the coverage of range and the associated underpinning knowledge and understanding specified for the mandatory vocational units.

Grading

Decisions about whether at least one third of the work in a completed portfolio meets the criteria for merit or distinction grades.

Assessment may be **diagnostic**, **formative** or **summative**.

Initial diagnostic assessment

A process of initial assessment will identify the strengths, weaknesses, prior learning and future aspirations of individuals, as a basis for individual programme planning;

For example to:

- confirm choice of target qualification(s)
- establish the appropriate GNVQ level
- identify requirements for core skills support
- match previous achievements to GNVQ assessment requirements

The process of initial diagnostic assessment might involve activities such as:

- discussing records of achievement
- diagnostic assessment tests and assignments
- examining portfolios

(See **Part B, Section 3 Entry**)

Formative assessment

The distinction between formative and summative assessment in GNVQs may be less clear than within some other qualifications. Candidates are likely to be continually matching their activities against assessment requirements and generating evidence, which may be replaced or augmented at a later date by evidence of a better quality.

In order for students to play an active role in their own learning, and to take responsibility for generating evidence and improving their own performance, it is essential that they understand the assessment requirements and the assessment process. This involves familiarising learners with:

- the terminology of assessment

  For example
  - mandatory unit
  - performance criteria
- the assessment requirements, and how these operate

  For example
  - unit specifications
  - performance criteria
  - range
  - the significance of the portfolio of evidence
  - external tests and opportunities for retakes
- new concepts

  For example
  - 'not-yet-achieved' rather than 'failed'
  - grading criteria based on 'process skills' as well as on the 'finished product'
- the assessment routine

  For example
  - rhythm of assessment and review periods between learning blocks
  - responsibilities within the programme team for assessment for example core skills, personal tutor, unit tutor
  - documentation for mapping evidence against unit specifications within action plans, log books and portfolios
- their own role in assessment

  For example
  - planning activities that will enable them to demonstrate that they have met the unit specifications
  - identifying gaps and areas for improvement
  - indexing evidence within a portfolio
  - looking after the portfolio
  - submitting evidence for an assessment decision
  - reviewing own performance

Assessment will only be genuinely 'formative' if students are able to learn from the experience to improve their future performance. This involves:

- providing feedback
  - regularly
  - during an activity

or soon after the work has been completed

- providing feedback which is
  - constructive
  - explicit/informative
  - related, where appropriate, to the GNVQ assessment requirements
- helping learners to analyse and evaluate their own performance
  - by discussing relevant factors, such as:
    - what was involved
    - difficulties that occurred
    - what could have happened differently

  - by providing activities or tools to aid self evaluation, such as:
    - prompt sheets
    - supportive peer feedback activities
    - team debriefings
    - log books
- helping learners identify a future course of action for example
  - the need for further work
  - the identification of additional evidence
  - a strategy for improvement
- ensuring that a member of the programme team maintains an overview of each individual's overall progress and welfare for example
  - group tutor
  - case loaded personal tutor

Preparation for external tests

Some colleges are providing 'mock' tests as a preparation for learners, before they take their first external tests.

Experience of GNVQ external tests should:

- familiarise students with the kinds of questions that they will be asked, and enable them to consider the kinds of answers that are required
- reinforce learning, by spotlighting the underpinning knowledge and understanding associated with the activities they have been undertaking
- help students prepare for the tests by highlighting aspects they need to work on

It is advisable for programme teams to check the status of past test papers with awarding bodies before using them for practice purposes with students. Changes in test specifications may mean that the use of some past papers will be misleading and confusing for students.

Summative assessment

Summative assessment occurs both at unit level, and at programme level. Summative assessment involves:

- deciding on whether the evidence presented meets the requirements of the unit or qualification (see **Assessment decisions**)
- achievement by the candidate of the mandatory unit external tests (see **Part B, Section 5.1.iii Managing the assessment process — external tests**).
- grading decision

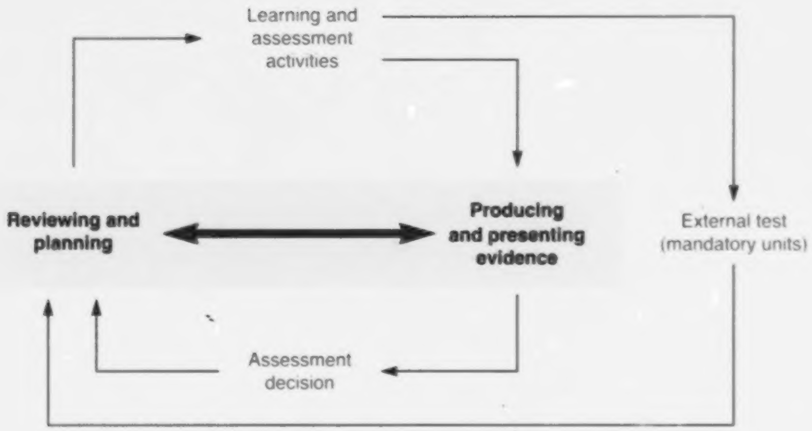
  decision on whether at least one third of the candidate's completed portfolio contains evidence which meets the criteria for the award of a merit or distinction grade.

  Individual units cannot be awarded a grade, although recording an indication of the student's performance in relation to the grading criteria in each assessment activity will enable a judgement to be made when the portfolio is completed. It is likely that candidates will be able to demonstrate a higher order of skills in relation to the grading criteria toward the latter part of their programme.

  (See **Part B, Section 5.1.iii Managing the assessment process — grading**)

5.1.iii Managing the assessment process

The GNVQ assessment process consists of a cycle of activities.


Learning and assessment activities
Reviewing and planning
Producing and presenting evidence
External test (mandatory units)
Assessment decision

The assessment cycle

The cycle operates at various levels:

- whole programme
- each unit or 'learning block'
- each learning and assessment activity

Reviewing and planning

At the Reviewing and Planning phase of the assessment cycle the programme team will be:

- **Preparing an assessment plan for the overall programme**

  This will match a range of learning and assessment activities to the assessment requirements of the vocational and core skills units, indicating the opportunities for generating evidence. The plan will map the potential coverage of the assessment requirements against the learning and assessment activities that will be on offer.

- **Monitoring the assessment plan, by reviewing the 'coverage' of the assessment requirements in relation to the delivery of the programme and the progress and achievements of the students**

- **Designing or modifying learning and assessment activities to ensure progress of students toward achievement of the qualification**

  e.g. reviewing success rates in the external tests, and planning how best to support students who will need to take them again.

- **Working with students, as groups and as individuals, on completion of a learning block, unit, assignment or activity, to review their progress and achievements**

  For example
  - has the work been completed?
  - did everything go according to plan?
  - did all the anticipated evidence materialise?
  - which elements and performance criteria does the evidence relate to?
  - what gaps remain? e.g. aspects of range
  - has evidence of core skills been identified?
  - what went well, not so well, badly?
  - factors that are affecting progress or achievement?
  - lessons for next time?
  - performance in relation to the grading criteria?

  Activities to encourage and provide a structure for review and self assessment include:
  - group debriefings
  - observing own performance; e.g. on video
  - completion of review sheets
  - one-to-one interviews

- **Recording progress and achievement**

  The programme team will need to maintain a record for each student, monitoring their progress and achievements; i.e.
  - production of relevant evidence
  - evidence judged to have met the performance criteria

  Records will need to be kept at the level of:
  - units, elements, performance criteria (members of the programme team will also need to monitor coverage of the range for each unit)
  - grading criteria — interim/formative grades
  - test achievements

  Each student will need to record:
  - the activity they have undertaken
  - the evidence they have generated, mapped against:
    - relevant unit title, element, and performance criteria
    - grading criteria
  - the location of the evidence within their portfolio
  - requirements for further work

  (See **Part B, Section 5.3 Record keeping**, and sample documentation)

- **Working with students, as groups and as individuals, to consider requirements for action and to plan strategies**

  For example
  - requirements for additional learning support
  - gaps in evidence for a particular element or unit
  - the manner and order in which to address particular elements
  - the next assignment or activity
  - the kinds of evidence that could be generated

- the meaning of a particular element or performance criterion
- how to go about the assignment
- target dates for completion of each component of the activity
- the possibility of achieving a higher level core skills unit

NCVQ advises that:

> 'The responsibility that students take for their own learning and assessment is an important feature of GNVQ courses. To achieve this, students need to understand clearly what they are expected to do in order to meet the requirements of the qualification. The units to be undertaken should be set out in students' individual action plans, and they should use the unit specifications to plan their work.'
>
> *GNVQ Information Note*, NCVQ Sept. 1993

College experiences

GNVQ staff development materials at one college include answers to 'Twenty Questions for GNVQ Tutors'. One of these questions is:

What is an assessment plan? Is it different from an action plan?

An assessment plan is the student's plan as to how he/she will meet the criteria, within what range, by collecting what evidence and by when. When this has been completed and the assessment is completed, then the student will prepare a new plan. An individual action plan is likely to include this assessment plan but will also include targets as to how the skills will be developed and other details which are not directly related to assessment.

(Also see page 211)

Three kinds of action plan

Action planning has become a significant feature of GNVQ programmes. The students produce action plans at three stages in the programme. On entry they produce a simple action plan identifying their immediate targets to gain access to an appropriate programme of study. When they are on their programme they produce half termly action plans to identify vocational, core and personal goals. These are reviewed after seven weeks and a new action plan produced. The third type of action plans produced are the assignment/activity action plans which are necessary to provide evidence against the grading criteria. These action plans are structured to guide the students to evidence the processes required to achieve the criteria. There have been numerous versions of the activity action plan produced.

(see **Part B, Section 5.3 Record keeping** and sample planning and review documents from colleges)

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Learning and assessment activities

Evidence for assessment will be generated by means of a range of learning and assessment activities. Students' knowledge, understanding and skills will be developed by means of these activities, and assessed through assignments, questioning, observation, and tests.

Activities that will develop students' knowledge, understanding and skills and generate evidence for assessment include:

- surveys and analysis of data
- obtaining and analysing information
- preparation of reports
- case studies
- investigations
- organising events
- presentations
- research projects
- displays
- designing products and services
- role plays
- observation; e.g. work shadowing
- group work
- team work
- visits
- problem solving
- work experience

Programme teams will be:

- designing activities that will enable students to extend their knowledge, understanding and skills and meet GNVQ assessment requirements
- matching activities and opportunities for generating evidence against:
  - units
  - elements
  - performance criteria
  - range
  - evidence indicators
  - test specifications
- identifying opportunities for core skills development and assessment within vocational unit activities
- considering the balance of activities and learning styles experienced by students, both as groups and as individuals; for example
  - group work, independent study
  - written assignments, practical activities
  - use of IT
  - oral presentations
  - as leader, as team member

- building in development of skills related to the grading criteria and opportunities for the generation of appropriate evidence
- considering how the contributions of individuals to group activities can be identified and evidenced
- guiding and managing students' learning
- ensuring access to appropriate support for learners who require it

Students will be planning and undertaking activities to develop their knowledge, understanding and skills. This will include:
e.g.

- participating in decisions about the activities that will be undertaken
- analysing what will be involved
- planning how to go about it
- discussing what kinds of evidence would be appropriate
- identifying opportunities for producing evidence
- describing what they did
- undertaking the activity
- producing evidence
- evaluating their own performance

(for more information see **Part B, Section 4. Learning**)

Producing and presenting evidence

Evidence to meet GNVQ unit specifications and grading criteria will be generated mainly through a programme of assignments and activities provided by the programme team. Evidence of prior achievement can also be matched against GNVQ elements and performance criteria, as can evidence arising from additional studies or work experience. Students are required to present their evidence in the form of a clearly indexed portfolio, for assessment and verification purposes. Students will also be able to use the portfolio to demonstrate the quality of their work to employers and university tutors.

Assessment in all GNVQ units, including core skills, is conceived as the process of collecting evidence and making judgements on whether or not the full requirements of elements, with their associated performance criteria and range, have been met. Assessment must also ensure that a candidate understands the principles which underpin the element, as applied over the variation covered within the range.

Although it is necessary to itemise elements and units separately to clarify what is needed for assessment purposes, it does not follow that learning and assessment activities need to be similarly disaggregated. Instead, activities and assignments should be devised which represent coherent and rounded learning experiences for students, which at the same time will result in the production of evidence toward identified elements, perhaps from more than one unit.

All performance criteria must be met for the award of an element, and therefore candidates must have opportunities to meet each one. Wherever possible candidates should be able to meet all the performance criteria for an element within one assignment or activity. Each element has a statement of range which indicates the significant dimensions which must be covered and which must appear in the evidence for successful completion of each element in the unit. It may be necessary for different aspects of the range to be covered on different assessment occasions.

Evidence indicators provide a guide to the kinds of evidence required for each element. The type of evidence is not restricted to what is suggested in the evidence indicators. However, if other types of evidence are used, they must be comparable in terms of coverage and sufficiency; e.g. the number of examples, or the scope covered by a report.

The portfolio of evidence will need to contain all the evidence necessary for the required GNVQ units. Candidates seeking the whole qualification rather than a certificate of unit credit will also need to provide evidence for core skills, grading and the achievement of external tests for mandatory vocational units.

The GNVQ criteria state that

> '...access to assessment should be available to all who have the potential to reach the standard required and be free from any barriers which restrict access unnecessarily.'

NCVQ advises that:

> 'Methods of assessment should not demand literacy or verbal skills above and beyond those specified for achievement. Normally there will be a range of assessment methods on offer but where there is a restricted menu, special arrangements may be required for those candidates with special needs. Specific arrangements must be made for those with special needs who may otherwise be debarred from demonstrating the required knowledge and understanding by virtue of the form of question and response mode.'
>
> *Draft GNVQ Criteria and Guidance*, September 1994

Programme teams are advised to contact the relevant awarding body as early as possible to discuss arrangements for students who have learning difficulties or disabilities who might be disadvantaged by the assessment methods on offer; e.g. mandatory unit tests.

Learners will be:

- compiling portfolios of evidence indexed to units, elements and performance criteria, and covering specified range and evidence requirements. (see sample documentation)

Evidence can take a variety of forms, including:

- projects, assignments, reports
- artefacts —things the candidate has produced
- evidence of observed performance; for example
  - a video
  - witness testimony
  - observation sheets
- graphs, diagrams, photographs
- computer based outputs
- reports about the candidate; e.g. from an employer

Members of the programme team will be:

- monitoring the generation of evidence by individual students in relation to coverage, and quality criteria, including validity, authenticity and sufficiency. (see opposite, **Assessment decisions**)
- checking that evidence is clearly labelled and identified appropriately in relation to units, elements and performance criteria
- checking that portfolios of evidence are readily accessible for verification; i.e. stored safely

College experiences

The portfolio — college guidelines

When the candidates have gathered evidence, they need to store it in a convenient form (such as a ring file with plastic pockets or a large box file). They should summarise the evidence on front sheets which are attached to the evidence items.

A contents list with indication of the performance criteria and range covered should cross-reference with the contents of the portfolio. However the portfolio is organised, it should be obvious to the assessors which criteria and range are covered by which evidence items, and the whole portfolio should be well organised. If an assessor cannot make obvious links between evidence and competence standards then the assessor will have a harder task and is likely to reject the evidence as not being valid.

You will need to advise the students on portfolio preparation and how to keep their log books up to date. You need to keep your own summary, partly as a backup and partly to ensure the students are progressing. These staff records have to be available to internal verifiers and to the awarding body's external verifier.

Responsibility for portfolio

The building of the portfolio of evidence proved somewhat problematic. The storage of the portfolio provided a source of discussion with the external verifier. They felt the need to store the completed assignments centrally to ensure that they did not get lost. The external verifier, on the other hand, felt strongly that the students should be responsible for looking after their own assignments. This has given the team considerable scope for reflection.

Another college commented:

The function of the portfolio is something which needs to be made clear to candidates from the start. Whether the material is stored by the centre or by the candidate is immaterial, but this information must be available to the external verifier. Not all the material produced by the candidate needs to be placed in the portfolio, but there must be sufficient to show that all performance criteria have been satisfied. To be awarded a merit or distinction grade, one third of the evidence in the portfolio must meet the criteria for the grade.

Assessment decisions

Assessment decisions will generally be made by members of the programme team acting in the role of assessor. Staff acting as assessors and internal verifiers to GNVQ programmes will need to be qualified against the national TDLB standards for assessors and internal verifiers. (See **Part B, Section 5.2 Quality assurance, national standards for assessment and verification**)

The assessment decision consists of judging evidence of the candidate's achievements against the specified element and performance criteria, taking into account the range and evidence indicators for each element. Assessors need to develop the ability to apply all the relevant criteria to a piece of candidate's work as a global judgement, rather than as a process of ticking off disaggregated criteria.

The assessor must judge whether:

- the evidence is **authentic**
  - can the evidence be reliably attributed to the candidate?
- the evidence is **sufficient**
  - is the amount and range of evidence sufficient to demonstrate that the candidate meets the performance criteria across the specified range?
  - is the evidence sufficient to meet the evidence indicators?
- the evidence is **valid**
  - is the evidence relevant to the elements being assessed?
  - does the evidence demonstrate that the candidate has met all the relevant performance criteria?

The assessor will need to:

- ensure that the candidate fully understands the assessment process
- clarify and resolve any inconsistencies in the evidence; for example
  - by questioning the candidate
  - by monitoring their performance
- assist candidates to identify further sources of evidence, when insufficient evidence is available to make a positive decision
- when using group work, ensure that each candidate is able to produce sufficient valid evidence of their own contribution
- probe, by means of questioning, candidates' depth and breadth of knowledge and understanding, as well as their ability to use their knowledge
- provide prompt, clear and constructive feedback to candidates
- encourage candidates to seek clarification and advice
- record assessment decisions, and make a record of the evidence on which these decisions were based, so that the decisions can be verified

Assessors will need to make sure that only the specified performance criteria are used in forming judgements, and that the judgement is made on the basis of the evidence presented, and not, for example, on the basis of the assessor's prior knowledge of the candidate. (For further information, see *Standards for Assessors and Verifiers*, The Training and Development Lead Body)

Assessors will also be able to provide candidates with feedback on their performance in relation to the grading criteria. Grading decisions are based on the quality of the candidate's completed portfolio, and a summative decision will not, therefore, be made until the end of a candidate's programme.

Some colleges have found it helpful to establish an assessment panel to make grading decisions. (see **Part B, Section 5.1.iii Grading**)

Standardisation and consistency

Assessment decisions need to be consistent:

- between assessors
- between candidates
- between different kinds of evidence relating to the same elements and performance criteria
- between vocational areas at the same level
- within centres
- between centres

Internal and external verifiers will play an important role in ensuring consistency.

Assessor and verifiers will need to be trained and certificated against the National TDLB Standards for assessors and verifiers. (See **'Twenty Questions for GNVQ Tutors'**, and **Part B, Section 5.2 Quality assurance**)

Assessors will find it helpful to have opportunities to discuss and clarify the basis for their assessment decisions.

For example, 'standardisation' meetings using samples of evidence:

- across different vocational areas at the same GNVQ level within the college
- within the same vocational area and level, across a number of centres

Discussion about the evidence and assessment decision will help assessors clarify their expectations concerning standards, quality and quantity of evidence, and hence help to standardise assessment decisions

Samples of evidence, with a written commentary based on discussions at the standardisation meetings, could be used as staff development material when new staff join programme teams, or when a new GNVQ is introduced at the college

NCVQ is producing a series of booklets on assessing students' work, containing samples of evidence and a commentary on the assessment decision. The first of these, *Assessing Students' Work — GNVQ in Art and Design* was published in December 1993 and will be followed by booklets on Business, Health and Social Care, and Manufacturing.

(for further information, see the **Resource list**)

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Candidates will also need a clear understanding of what is expected of them. One college reported:

Don't overdo it!

The quality of most coursework has been excellent. This has become a cause of concern, however, since students have been producing as many as sixty pages of carefully researched work for a single element. This has taken them far more time than was allocated and has led to the conclusion that the performance criteria are being interpreted differently by students (and staff). We need to clarify our expectations for each performance criteria.

College experiences

Extracts from one college's *Twenty Questions for GNVQ Tutors*.

Is there a difference between a tutor and an assessor?

The tutor and the assessor are likely to be the same person but the functions are different. Assessment occurs when evidence is being matched against performance criteria and range requirements. The staff need to take care that the evidence is fairly judged against criteria and that the student's personality is not taken into account while this judgement is being made.

What is the difference between 'formative assessment' and 'summative assessment' and 'accreditation'?

We make many judgements about students' work as they learn and we give them feedback on how they are progressing. This is formative assessment. When they have completed work and are ready for assessment against programme specifications, then we are wearing an assessor's hat and the assessment is summative, leading to accreditation of the appropriate Units to that student.

When will assessment take place?

On a competence-based programme, like NVQ and GNVQ, the student is expected to develop skills and look for a variety of evidence to show you their achievements. You might suggest the types of evidence which will be suitable but it is their responsibility to gather it. When the student thinks they have met the performance criteria they can ask for an opportunity to be assessed. That doesn't mean you have to drop everything there and then. The assessment points have to be agreed between you and the students.

Does a student need to demonstrate all 'performance criteria' in each of the 'range statements'?

A student must demonstrate all performance criteria and there must be evidence to show that all the range requirements are covered by the evidence for the element.

Some coverage of range may be achieved by means of questions and answers. Proof of candidates' answers should be included in their portfolios of evidence. For advice on the proportion of such supplementary evidence which will be acceptable, contact the awarding body.

How can you guarantee 'authenticity' of presented evidence?

If a student claims that evidence is their own then you can question them about it. Within a very short time you will know if the evidence is their own. When you have doubts, then ask them to produce further evidence or observe them carrying out a short task covered by the evidence.

What skills are needed in 'questioning' and how valuable is this as an assessment tool?

Questions need to be searching and thorough. They should be 'open' so that they require more than a 'yes/no' answer. They are likely to be structured so that all aspects are covered and may be 'progressive' leading to harder and harder questions to ensure breadth and depth. They could include 'what if' type questions to test the student's depth of understanding and ability to use knowledge and understanding in novel ways. They should always relate to the criteria/range requirements and not relate to the personal 'hobby horses' or interests of student or assessor.

(continues)

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What is 'feedback' and how 'positive' should it be?

Feedback is a means of one to one interaction with a student to give advice as to how closely their evidence is to meeting the required criteria. It should always be 'constructive' so that the student can progress, but need not always be 'positive'. Discussing weaknesses in a constructive way is often more valuable than ignoring the weaknesses because we don't like to give negative feedback.

What training/qualifications does NCVQ expect the assessors and other GNVQ staff to have? Why?

NCVQ is working toward a position in which all assessors and internal verifiers of GNVQ programmes will be required to hold appropriate TDLB qualifications. Some awarding bodies already include this requirement (or an action plan to achieve certification of all assessors and internal verifiers) in their centre approval criteria.

Assessors will need to hold Units D32 and 33, Internal Verifiers will need to hold D32/33 and D34 and APL advisers will need to hold D32/33 and D36.

Assessors for GNVQs need to be thoroughly familiar with all aspects of GNVQ assessment. NCVQ is preparing two alternative units for assessors who do not hold D32/33 and who are intending only to assess GNVQs (not NVQs) or who are currently doing so. Information will be available from NCVQ early in 1995.

The External Verifier will hold, in addition, D35.

The purpose of these qualifications is to ensure the quality of the assessment process. In addition to these units, the tutors, assessors and others also need relevant subject expertise and need to be sure of the criteria/range requirements of the programmes on which they work. (See the **note on alternative assessor units** in **Part B, Section 5.2 Quality assurance**)

External tests

Externally set written tests are required for most mandatory units, with the exception of certain units for which an external test is thought to be inappropriate. The GNVQ criteria state that:

> For mandatory vocational units only, to supplement the evidence provided by a candidate in meeting the elements and performance criteria, every student must take a test, in respect of each unit, which assesses the knowledge and understanding which underpins the unit as conveyed by the range.
>
> Each appropriate vocational unit must be accompanied by a test specification which reflects the overall theme of each element within the unit and describes the principles underpinning their range dimensions. The test specification shows how many questions should be asked to confirm candidates' coverage of range, as well as their focus and their type:
>
> - the tests must be set centrally by the awarding body offering the GNVQ, to meet the test specification. The tests must be marked externally, or marked internally and verified externally, to ensure that the same marking criteria are applied effectively in all cases;
> - tests are designed to ensure a student's coverage of the knowledge, understanding and principles which underpin the unit, as identified in the test specification. Consequently, the pass mark will be 70%;
> - specific arrangements must be made for those with special needs who may otherwise be debarred from demonstrating the required knowledge and understanding by virtue of the form of question and response made;

- the manner in which students are required to present their answers, in the tests should not place demands upon them which go beyond confirming the knowledge and understanding indicated by the element and test specifications.

Draft GNVQ Criteria and Guidance, NCVQ, September 1994

In order to ensure that the tests are set to a common standard across all awarding bodies, a code of practice has been agreed which will govern the setting and marking of tests. The *Code of Practice on External Assessment 1993-4* states that:

> '...for each appropriate mandatory vocational unit there will be a single test specification setting out the scope of the knowledge, concepts, principles and relationships that are subject to assessment through external tests. For each mandatory unit where a test is appropriate, the three awarding bodies will jointly produce a model test to demonstrate the format and style to be used. Further tests will conform to the test specification and the model test format.'

Because of the concept of 'mastery learning' a high pass mark has been set (currently 70%), and it is envisaged that students will repeat the test until they achieve it. Tests are available several times a year to enable students to take the relevant test when they are judged to be ready to do so. In 1993-94 there were four testing occasions. NCVQ and the awarding bodies have agreed that in 1994-5 there will be a minimum of three testing occasions.

Although tests are designed to **confirm** the knowledge and understanding underpinning the unit specifications, students will benefit from opportunities to focus specifically on the knowledge, concepts and principles that they have encountered in undertaking internal assessment activities; e.g. opportunities to reflect on and examine what they have learned, and to relate their experience to relevant theories.

(See **Part B, Section 5.1.ii The assessment process — formative assessment**)

Programme teams will need to consider:

- the timing of external tests, for example.
  - should candidates take the external test as near as possible to the date when they complete the unit?
  - or should candidates be assured of several opportunities to take the test; for example, by taking tests early in the programme as a means of familiarisation.
  - since knowledge is accumulated during the programme, should tests be taken later in the programme?
  - whether there are any cost factors which need to be taken into account; e.g. pricing policy of the awarding body on retakes
- the effects of 'failure' on the morale of candidates
  - how can candidates be helped to understand that it is expected that they might need to take the test more than once, since they may be working **toward** 'mastery'?
  - how will candidates chances of passing the tests be maximised?
- preparation of candidates for tests
  - what activities will help candidates consolidate and clarify the knowledge and understanding they have acquired and been applying in undertaking internal assignments?
    (See **Part B, Section 5.1.ii The assessment process — formative assessment**)

Deciding when to put students in for tests

After three of the test series a number of factors have become clear. They are obvious but are worth spelling out. The knowledge is transferable across units and students gain knowledge for units that they have not studied yet by doing other units. The knowledge is cumulative and students who take the tests and do not achieve the first time often make great headway in subsequent tests, even if they have not received specific additional support for that unit. Some units are much easier to pass than others and have a much greater common sense, general knowledge element in them. Some units are much more difficult than others, particularly those which require the understanding and remembering of technical knowledge.

The conclusions from these observations are that students should not be put in for tests too early in the programme except to gain information about the types of questions which will be asked or to give the students practice of taking the tests. Students should be entered for the more general/personal skills type units earlier in the programme, leaving those which have more technical knowledge requirements to later in the programme. Students should be entered for the tests so as to become familiar with them. The more they take the better they achieve.

Trying different approaches

On the Business programme all students were put in for one unit test only at the first testing opportunity. All students were entered to gain experience of testing whether they were adequately prepared or not. In Art and Design the students were put in for a number of units at the same time so that the types of questions relating to the different units could be seen. No students were entered for Leisure and Tourism in the first test series as it was felt that they were not yet adequately prepared. In all cases, staff emphasised to students that this was not a single test opportunity and the tests were seen to be developmental.

The wisdom of age

We found that mature students were often able to achieve a pass early on, by virtue of their general experience. This unburdens them so that they can concentrate on achieving their evidence for each unit.

The burden of testing

The burden for individual candidates of external testing is considerable, and may undermine morale and self-esteem. At Advanced level there will be at least eight hours of external testing for even the most successful candidate. An A-level candidate may only have nine hours external testing, albeit with tests of a different nature, but without the additional burden of a substantial portfolio of evidence.

The awarding bodies have tended to blame centres by saying that candidates were entered too early. While there may be some merit in this claim, particularly in Phase One when the tests were an 'unknown' quantity, the level of testing and the burden on individual candidates must be carefully monitored. The overall 'cost' of the tests is also considerable as the following figures suggest. In total, 196 candidates took external tests. Between them they took 1,559 tests (an average of 7.9 tests each) and the number successfully completed was 969 (62% pass rate). At Intermediate level, 76 candidates took between them 598 tests (an average of 7.8 tests each) of which 395 were successfully completed (66% pass rate). At Advanced level, 120 candidates took 961 tests (an average of eight tests each) of which 574 were successfully completed (60% pass rate).

What part do the written tests play in the final grading?

None. The final grading is based on 'themes' (planning, information gathering/handling, evaluation and quality of outcomes) but not on the written tests results. However, the writen tests must be passed for the award of a GNVQ to be made.

What part does the examinations section of the college play?

The college's examinations section is responsible for ordering written tests from the awarding body, keeping these secure and returning completed scripts to the awarding body. They receive the results and distribute these to the departments. The departments are responsible for collecting and returning the papers from the Examinations Section, for conduct of the invigilation and for the distribution of the results to students.

Twenty Questions for GNVQ Tutors

Grading

Merit or distinction grades are awarded to students who demonstrate a level of performance above the basic GNVQ requirement.

The award of merit and distinction grades is based on an assessment of the quality of the overall body of work presented by students. Merit or distinction grades will be awarded if at least one third of total evidence presented meets the grading criteria at the required standard. Only students who achieve all the required units for the award of a GNVQ, and thus qualify for a pass, can be considered for the grades of merit or distinction. Units are not separately graded, although students should be given regular feedback on the extent to which their work meets the criteria and an 'indicative grade' could be recorded. Work produced for additional units does not contribute to grading.

The essence of grading within GNVQ, is that it is based on process skills. The criteria focus on students' ability to plan, to seek and handle information, and to evaluate approaches, outcomes, and alternatives. Grading is based on evidence of the way in which students have carried out their work, as well as the quality of the outcome. These skills will need to be systematically developed as an integral part of the learning and assessment process. It is therefore likely that candidates will be able to demonstrate a higher order of skills in the latter part of the qualification. As evidence for grading may not have arisen evenly from assignments, it is not intended that the requirement for 'a third of total evidence' should be interpreted in a mechanistic way (see below).

A fourth grading theme, recognising achievement in the **quality of outcomes**, was introduced for all GNVQ levels in September 1994. There are two grading criteria for this theme. The first focuses on how well students synthesise knowledge, skills and understanding in their work, and the second, on their command of the language of the subject discipline or vocational area. The third grading theme, **evaluation**, has been extended to all GNVQ levels. (For more information, see *Revised Criteria for Grading Advanced/Intermediate/Foundation GNVQs*, NCVQ, September 1994)

NCVQ's revised booklets on grading GNVQs contains the following guidance:

> A grade should be awarded when students provide evidence which demonstrates consistent achievement of each of the grading criteria in at least a third of their work.
>
> Not all criteria need to be met in the same piece of work. One piece of work may provide evidence for two or three of the grading criteria. An activity providing evidence for the planning criteria may contain only a small amount of evidence toward information seeking and handling.
>
> A third of the total evidence will cover the work of about a third of the units (i.e. four vocational units at Advanced level, assuming core skills are integrated within them). This may be made up in different ways depending on how activities are created to cover the units. Further, the evidence for one theme may be drawn from a different combination of activities from those of another theme.
>
> The grading criteria focus on students' performance because GNVQs are designed to encourage active approaches to learning. GNVQ grading criteria are therefore based on the way in which students tackle their work,; how they decide what information they need; how well they review and evaluate their performance; as well as the overall quality of the work they produce.
>
> *Grading GNVQs — revised criteria and guidance*, NCVQ, September 1994

In order to progress from a series of discrete activities toward independence in dealing with complex activities, learners will need opportunities to:

- identify stages within a complex activity
- sequence, plan and organise the various tasks
- monitor, revise and amend their approach in order to respond to circumstances and achieve a successful outcome

Programme teams will need to:

- ensure that students understand the grading criteria from the start of the programme
- provide progressive opportunities for developing the relevant skills
- help students analyse and reflect on their own performance in relation to each of the grading criteria
- provide regular feedback to students on their performance in relation to the relevant skills
- make a record of evidence which is assessed as meeting the grading criteria for merit or distinction grades; ensure that such evidence is clearly identified within students' portfolios

College experiences

Grading

When does a student gain a 'pass' and when do they gain a 'merit' or 'distinction' and who decides?

When a student has met all of the performance criteria across all of the required range, then they have 'passed'. If, over at least one third of the evidence, a student has demonstrated skills in 'planning', 'information gathering/handling', and 'evaluation', and meets the criteria for the fourth grading theme (quality of outcomes) then they may be awarded a 'merit' or a 'distinction' grade. The awarding bodies have laid down criteria for making that judgement.

The final grading decision is made once only, at the very end of a student's programme and in this college will be made by an assessment panel of staff rather than by one member of staff. The result must be approved by the awarding body's external verifier before any certificate can be awarded.

It is likely that tutors and assessors will want to give guidance to students as they progress and will, no doubt, indicate how likely they are to gain 'merit' or 'distinction' grades, but the staff must take care not to give the impression to the student that they are getting 'merits' or 'distinctions' at unit level as they work toward the full award.

Twenty Questions for GNVQ Tutors

Indicative grading decisions

Indicative grading decisions for all four grading criteria are fed back to the students with every piece of written work. When writing new assignments, more care will be taken to identify which grading criteria can be demonstrated by which assignment. End of programme grading will largely be based on the indicative records of previously assessed work, with weighting being given to later work.

Producing evidence for grading

The candidate, on being presented with a piece of work which is to be assessed, will be provided with a 'top sheet' which will explain the performance criteria to be assessed and the skills to be considered. The candidate will also have an action planning sheet in order to formalise the process of reviewing the activities being undertaken. By analysing the issues under discussion, the candidate will have the opportunity to show not only what has been done, but how this has been achieved. Thus, the candidate will be able to show, in summary form, the planning which has gone into the work. Further, by recording where the research has been undertaken, and for what purposes, the candidate will be able to show information seeking and handling skills. This sheet can then accompany the work and provide the assessor with evidence, not only of completion of the criteria, but also of the skills leading to grading. A further comment from the candidate can then show how the evaluation of the exercise has occurred.

A collection of these action planning sheets can then form a summary of the candidate's achievements in relation to the grading criteria and these can be readily available, whether integrated into the portfolio, or else forming a summary section to the whole document.

Understanding the grading criteria

Both staff and students have had great difficulty in understanding and applying the externally set grading criteria. The staff generally are used to setting their own criteria and this has usually been based upon the quality of the work produced by the students. The students are also very familiar with this method of grading. Both staff and students have had difficulty grasping the method whereby the higher grades are achieved on the basis of evidence that set processes have been followed. To 'train' the students into focusing on the new grading criteria, action plan and evaluation proforma have been produced. Both staff and students have had to spend a considerable amount of time becoming familiar with the grading criteria and the means by which evidence for them can be produced. This is an ongoing problem which will be tackled next year by further staff INSET and an extended induction for students.

Having said that however, some students have picked up very quickly the mechanical nature of achieving the grading criteria. By working through the key terms they can achieve higher grades than other students who, being less 'canny', produce better quality products by better processes, but are not recording the evidence for those processes.

As grading is based on one third of the overall portfolio it was decided that a minimum of two thirds of all activities which are to be used for assessment purposes will provide opportunities for the students to achieve the grading criteria. Even though final verification for Intermediate programmes has now taken place, it is still unclear what is meant by one third of the portfolio. Is it based on the number of assessed activities? Size and scope of activities? Volume of evidence?

(Booklets on applying GNVQ grading criteria are available from NCVQ. See the **Resource list** for details)

Appeals procedures

Colleges will need to establish an appeals procedure for students who wish to appeal against an assessment decision:

for example

- summative decision concerning the achievement of a unit
- grading decision

These arrangements are likely to be stronger if they operate across all GNVQs at the centre, avoiding variation and difference in interpretation at individual programme level. A cross-college committee or panel could be constituted for the purpose of dealing with appeals.

Written information about the appeals procedure should be provided for students during induction, and there should be opportunities for students to clarify any queries they may have, at an early stage in the programme.

An appeals procedure for GNVQs may form part of an overall college policy on appeals, and could be included within a college charter.

The appeals procedure should explicitly address:

- action to be undertaken by the student
- action to be undertaken by specified personnel, *f*or example. tutor, assessor, internal and external verifiers
- the role of any appeals committee
- timescales; what the student is entitled to expect, by when
- issues concerning fees

College appeals procedure for GNVQ programmes

Informal stage

Stage 1

A student who wishes to appeal against an assessment decision should, in the first instance, discuss the matter with the assessor concerned. Wherever possible, the assessor and the student should come to a mutually agreed course of action.

Formal stage

Stage 2

If a student is still dissatisfied with the assessment decision after the completion of Stage 1, then a formal appeal may be made.

The assessor who made the initial assessment will notify the programme leader who will arrange for the piece of work to be submitted to a committee of two members from the programme team not involved in the original assessment, together with the internal verifier for that programme.

The student must set out specific reasons why they wish the appeal to be considered. This may be done in writing or in discussion with the team committee, at the discretion of the student.

The assessor's comments on the reasons for the assessment decision will be available on the assignment marking sheet.

The team committee will consider the appeal within two weeks of notification of the formal appeal by the student. The team committee will have the power to lower, confirm or alter the original assessment decision. The decision of the team committee will be notified to the student as rapidly as is reasonably possible.

Stage 3

Should the student not accept the assessment decision of the team committee, the programme leader will arrange for the external verifier to be notified on their next visit. In exceptional circumstances the external verifier will be notified, with appropriate documentation, by post. The external verifier will then consider the matter and make a decision which will be final.

Appeals procedure at another college

If the assessor and a student cannot agree over an assessment, then the nature of the disagreement should be recorded and the internal verifier informed. The internal verifier will review the evidence and discuss the problem with either the assessor or both the assessor and the student.

The disagreement may easily be sorted out by that method.

If there is an appeal by the student against the summative decision made by the assessor (i.e. the student has been told that they cannot be accredited with a particular unit) then the student may, on payment of a re-assessment fee, have their evidence re-assessed by a different assessor. If this re-assessment leads to accreditation, then the fee is returned. Beyond this level of appeal, there may be an approach to the awarding body through its external verifier.

5.2.i Roles in quality assurance

With the exception of the external tests for mandatory vocational units, responsibility for the delivery and assessment of GNVQs resides with centres. NCVQ and the awarding bodies have therefore established an infrastructure for ensuring the consistent application of national standards within a decentralised system.

NCVQ, the awarding bodies and approved GNVQ centres each have a role in assuring the quality of GNVQs.

NCVQ

- accredits GNVQ qualifications and units
- approves awarding bodies
- oversees codes of practice for awarding bodies
- monitors the quality assurance and control systems of the awarding bodies
- has worked with the awarding bodies, FEFC and OFSTED, to set out a GNVQ quality framework which centres are expected to work toward
  (see **Part B, Section 5.2.iii GNVQ Quality Framework**)

Awarding bodies

- approve centres, ensuring they are capable of meeting all the requirements of GNVQs with regard to access, assessment and quality assurance
- ensure that assessors and verifiers at centres are certificated to the national standards for assessment and verification (or that assessor training to TDLB standards is provided, and that procedures whereby staff can be certificated, are in place)
  See **NOTE** marked * on page 224
- verify that assessment is operated in accordance with GNVQ criteria and consistently maintained at all approved centres
- select, train, co-ordinate and review the performance of 'external' verifiers, who must be certificated to the national standards for assessment and verification
- ensure that centres maintain records of candidates registered for GNVQs, records of assessment decisions with respect to pieces of evidence and the attainment of elements and units
- ensure that centres require candidates to maintain portfolios of evidence, incorporating all work submitted for assessment
- elicit and provide feedback to NCVQ and relevant lead and professional bodies on the implementation of GNVQs, to improve their quality and relevance

Centres

- must meet (and continue to meet) awarding body criteria for centre approval. Centre approval criteria embody GNVQ quality criteria set by NCVQ (e.g. criteria for access to assessment, including equal opportunities policies) as well as criteria for assuring quality in the delivery of GNVQ programmes; e.g. allocation of adequate human and physical resources; systems for supporting learning; implementing quality assurance systems
- devise and deliver effective GNVQ programmes and support for learners
- process registrations and certification requests
- ensure that assessors and internal verifiers are trained and certificated to national standards
- co-ordinate assessors and assure the quality of assessment
- provide evidence to meet the awarding body's verification and monitoring requirements

The quality assurance processes within the college will play an important role in assuring the quality of GNVQ provision; e.g. programme reviews, student satisfaction surveys, reviews of student services.

5.2.iii GNVQ quality framework

NCVQ is working with the awarding bodies to develop a framework of quality criteria, setting out indicators of 'good practice' for the delivery of GNVQs. FEFC and OFSTED have participated in this initiative. The framework addresses a number of areas including:

curriculum planning and management
learning approaches
assessment
staff development
resourcing
quality assurance

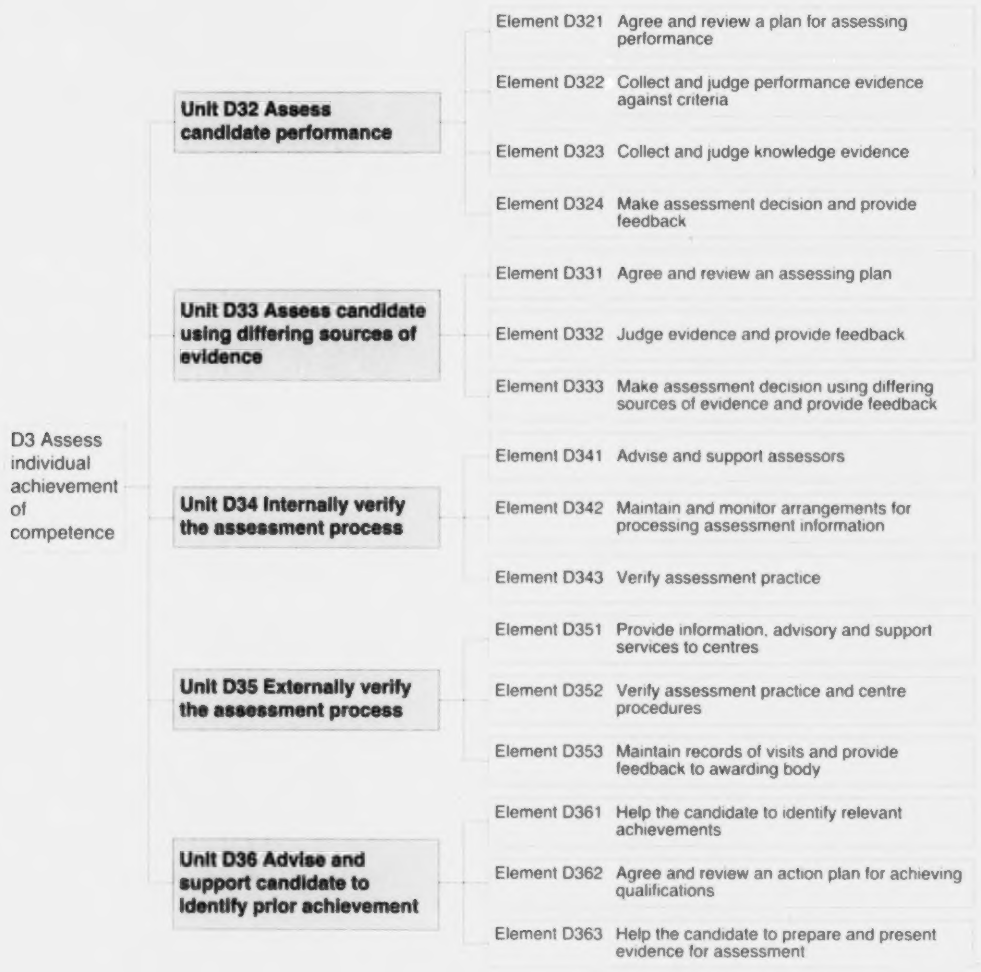
Centres will be expected to demonstrate that they are working toward these standards. Centre approval criteria will be based directly upon this quality framework.

5.2.iii National standards for assessment/verification

The competence of assessors and verifiers is seen as critical to the quality of GNVQ assessment by ensuring the consistent application of national standards.

Training and Development Lead Body Standards include the national standards for assessment and verification.

- Unit D32 Assess Candidate Performance
- Unit D33 Assess Candidate Using Differing Sources of Evidence
- Unit D34 Internally Verify the Assessment Process
- Unit D35 Externally Verify the Assessment Process


D3 Assess individual achievement of competence
Unit D32 Assess candidate performance
Element D321 Agree and review a plan for assessing performance
Element D322 Collect and judge performance evidence against criteria
Element D323 Collect and judge knowledge evidence
Element D324 Make assessment decision and provide feedback
Unit D33 Assess candidate using differing sources of evidence
Element D331 Agree and review an assessing plan
Element D332 Judge evidence and provide feedback
Element D333 Make assessment decision using differing sources of evidence and provide feedback
Unit D34 Internally verify the assessment process
Element D341 Advise and support assessors
Element D342 Maintain and monitor arrangements for processing assessment information
Element D343 Verify assessment practice
Unit D35 Externally verify the assessment process
Element D351 Provide information, advisory and support services to centres
Element D352 Verify assessment practice and centre procedures
Element D353 Maintain records of visits and provide feedback to awarding body
Unit D36 Advise and support candidate to identify prior achievement
Element D361 Help the candidate to identify relevant achievements
Element D362 Agree and review an action plan for achieving qualifications
Element D363 Help the candidate to prepare and present evidence for assessment

The process of assessing GNVQs and NVQs has four stages, and these are covered by TDLB standards as shown below:

- **Plan the assessment with the candidate**
  elements D321 and D331 2.
- **Collect/collate evidence**
  elements D322/D323, and D332 3.
- **Judge the evidence**
  elements D322/D323, and D332
- **Decide whether the evidence demonstrates that the candidate is competent**
  elements D324, and D333

* **NOTE**: NCVQ is preparing two **alternative** units for assessors who do not hold D32/33 and who are intending to assess only GNVQs (not NVQs). Information will be available from NCVQ early in 1995.

5.2.iv Verification

The purpose of verification is to ensure that assessment practice is to the national standards and meets the requirements of NCVQ and the awarding bodies.

Verifiers have three main roles:

- to support assessors, by offering advice, providing ongoing support, and by ensuring that assessors' training needs are met
- to check or 'verify' assessment decisions
- to act as a link between the assessors and the awarding body; e.g. by communicating requirements, and collating records

Internal verifiers

The role of the internal verifier is to verify the consistency and quality of assessment within the centre, usually within a vocational area. Quality of assessment within the centre will be supervised by regular meetings between internal verifiers both within the centre and between centres.

The role of the internal verifier is reflected in the TDLB standards for internal verifiers.

Unit D34	**Internally verify the assessment process**
Element	D341 Advise and support assessors
	D342 Maintain and monitor arrangements for processing assessment information
	D343 Verify assessment practice

(The performance criteria for these elements provide a more detailed analysis of the functions of internal verifiers)

Internal verifiers will need appropriate experience and/or qualifications in the appropriate vocational sector to enable them to make accurate judgements about candidates' performance.

The internal verifier may or may not be a member of the programme team. In cases where an internal verifier is also acting as an assessor, however, another internal verifier will need to verify their assessment decisions.

Internal verifiers are responsible for

- monitoring samples of assessor performance to ensure that assessments are being conducted properly and that national standards are being interpreted accurately. A balance must be achieved to allow enough assessments to be sampled to ensure thorough evaluation without setting up an over-elaborate structure of checks
- liaising with the awarding body and the external verifier
- identifying issues arising out of assessment decisions and taking appropriate action
- ensuring that the verification process is conducted in a supportive manner
- keeping records of the verification process
- ensuring that the results of monitoring are communicated to the assessment team and appropriate management personnel
- checking that arrangements for external tests are satisfactory
- ensuring that there is an effective procedure in place for appeals by candidates and that the procedure is clearly stated and communicated to both assessors and candidates
- co-ordinating the planning and implementation of assessment for the qualification
- supporting the assessors at the centre, particularly in their understanding and interpretation of specifications
- ensuring that the programme team meets on a regular basis to:
  - discuss assessment plans
  - discuss assessment decisions
  - compare evidence generated for vocational and core skills units
  - develop a shared understanding of the appropriateness and sufficiency of evidence at the appropriate level
- ensuring that the programme team operates an effective system of recording achievement by candidates
- ensuring that the system of recording enables the candidate, assessor, internal and external verifier to cross reference and locate evidence
- ensuring that the system enables learners to receive feedback on their achievements
- maintaining and submitting documentation to the awarding body

External verifiers

External verifiers are appointed by the awarding body. They will have qualifications and/or experience in the relevant vocational sector.

The role of the external verifier is to verify that the assessment system at the centre is working validly and reliably. External verifiers are responsible for:

- Verifying assessment practice at the centre by:
  - sampling assessment practice
  - checking consistency of interpretation of national standards
  - monitoring and reporting on assessment practice and procedures
  - identifying where corrective action by the centre is necessary
  - helping to ensure that disputes regarding assessment are resolved equitably
- Maintaining records of visits and providing feedback to the awarding body
  - maintaining a verification record, identifying frequency and purpose of visits
  - producing regular and accurate reports
  - drawing the attention of the awarding body to concerns regarding the design and implementation of assessment, including the interpretation of standards
- Providing information, advisory and support services for centres by:
  - maintaining an effective relationship with the internal verifiers
  - ensuring centres are fully aware of the awarding body's requirements and procedures
  - advising on appropriate planning, resourcing, quality assurance and recording arrangements
  - helping staff to identify training needs arising within the teams
  - ensuring consistency of standards across centres;

    For example

    – by arranging meetings between internal verifiers from different centres

    – by disseminating experience

College internal verification process

An internal verification process was set up very early in the pilot. This process is common across all programmes and takes place three (originally four) times a year. It was decided that the process would consist of three stages:

- a pre meeting of all internal verifiers to ensure standardisation of approach;
- the verification process itself;
- a post verification meeting of all verifiers to report back, again with the intention of agreeing common standards across the college.

Two documents have been used for the verification process; a checklist to ensure total coverage of all aspects to be verified over the whole year, and an adapted BTEC sampling document. This is used to sample across staff, across students and across activities/assignments. These documents are then forwarded to line management, the cross college coordinator and the external verifier.

As this system appears to have worked extremely well this year it is intended to continue it without modification next year.

Questions and answers on internal verification

These were prepared by one college as part of GNVQ training

1 What is the role of 'internal verification'?

Assessors accredit and record results of student progress. However, the award is not given to the student until the awarding body's external verifier has satisfied him/herself that the awarding body's requirements are fully met. In between there is internal quality assurance in the form of internal verification. Internal verifiers ensure, through sampling evidence, talking to staff, talking to students and through inspection of records that the assessments are reliable. All of the awarding bodies have made an agreement with NCVQ through a 'common accord' that they will require centres to verify the assessment process internally.

2 What is 'valid' and 'reliable'?

Assessors must assess evidence which the candidate claims meets the specified standards. The assessor judges the evidence only against those standards and must not allow their own prejudices or knowledge of the candidates to cloud that judgement. Evidence is 'valid' when it matches the performance criteria and range statements that it claims to match. All assessments made of valid evidence should arrive at the same result regardless of who assesses, whichever candidate presents that evidence or if the same evidence is produced at different times. The evidence is 'reliable' when the same result occurs under these different circumstances.

Advice from NCVQ on sampling by verifiers suggests that a statistically reliable sample is one containing the 'square root of the total number of candidates' in a cohort. So if there are 30 students in a group, then the internal verifier, over a period of time, should sample five or six students' evidence of competence.

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Questions and answers on internal verification (continued)

3 Who checks assessors' records?

In order to be satisfied that assessment is correctly undertaken, an internal verifier must have access to all parts of the assessment process, including checking of records kept by assessors and candidates. These records should include the candidates' agreed assessment plans. The external verifier must also have access to these same records. Both the internal and external verifier will wish to cross check the records against candidates' evidence.

4 Does the internal verifier report to the awarding body?

The internal verifier is a member of centre staff and responsible to that centre for ensuring quality in the assessment process. They will check records, speak to assessors and candidates, and check a sample of evidence. Although they are a member of the centre staff, the internal verifier will also liaise with the awarding body's external verifier, keep staff informed of awarding body requirements and implement the centre's appeals procedure.

5 What records should an internal verifier keep?

Any internal verification will need to be recorded to inform the external verifier and to record advice given to assessors and any agreed action.

Internal verifiers should also keep records of all communications with the external verifier regarding interpretation of standards and oval/written responses to enquiries.

6 What should the internal verifier say to assessors and to candidates?

The internal verifier must talk to candidates and check samples of their evidence in order to carry out the requirement on them to co-ordinate the assessment process. The purpose of talking to candidates is to ensure quality in the assessment process rather than to re-assess the candidate. Through the internal verification process, assessors can be advised on validity and reliability, can be kept informed of the awarding body's requirements, and kept up to date on assessment methods and suitable good practice. An internal verifier should be 'less an inspector and more a guide' in order to build 'fitness for purpose' into the assessment process.

7 What role has the internal verifier in candidate appeals?

The centre is required to operate an appropriate appeals procedure for candidates who dispute an assessment. The internal verifier has to ensure assessments are valid and reliable and, in doing so, is party to any likely appeal. They must also ensure that disputes and appeals are referred to an appropriate authority. The centre is likely to operate an appeals procedure which involves neutrality in judgement and/or re-assessment by a neutral assessor. A fee for re-assessment may be charged if that is part of the centre's procedures.

8 What advice should the internal verifier give regarding appeals?

The centre has produced a policy statement and a set of procedures as to how a student may appeal against assessment. It is the duty of the internal verifier to follow this procedure (see question 7 and the centre's policy and procedure statement).

It is the duty of the internal verifier also to keep the staff of the centre aware of such policies and procedures and to ensure that appeals are correctly handled.

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Questions and answers on internal verification (continued)

9 What does an internal verifier do when they find fault in the assessment of any of the centre's assessors?

The duties of an internal verifier include allocation of assessors, checking that records are correct and giving feedback to assessors. The internal verifier must, therefore, not shy away from telling assessors when they are not following awarding body procedures. It is to be expected that the internal verifier will handle such occasions with care and not take a 'confrontational' approach. The responsibilities of the internal verifier include giving advice and support to assessors.

10. Does the internal verifier 'sign off' candidates?

The assessors accredit candidates (i.e. 'sign off' their competences) and a centre is also likely to have some form of accreditation panel procedure rather than only one assessor doing all of a candidate's assessment (this removes any possible prejudice). The internal verifier coordinates this assessment process and, for some awarding bodies, may have to sign appropriate documentation.

11. What qualification does an internal verifier require?

The internal verifier needs to be fully aware of the standards of any award for which they verify. In addition, they need to be trained to the standards of TDLB Unit D34 for internal verifiers. As they also assess samples of students' work, it is expected that they will also be trained to the standards of Units D32 and D33.

It will not be appropriate for the internal verifier to be an assessor as well as verifier for the same group of candidates. Internal verifiers can also be assessors provided that their assessments are subject to coordination by a different internal verifier.

5.2.iv Sample material from colleges

Guidelines for internal verifiers at X college

The internal verifier is involved in the assessment process by:

- providing advice and support to assessors
- ensuring that assessments always relate to the standards set down in the unit
- ensuring that appropriate methods of assessment are used
- ensuring that there are appropriate mechanisms for gathering and recording evidence
- checking that the assessment does not demand more of learners than is asked for in the standards
- checking that the evidence is sufficient in quality and quantity to show achievement

1. Internal verifiers should have access to each assignment before it is distributed to learners.
2. The assignment should be discussed with the assessor to ensure that it fulfils the criteria outlined in the checklist below. The outcome of this discussion should be recorded formally, using the appropriate proforma.
3. Internal verifiers should ensure that the standard GNVQ cross-college documentation is being used to record achievement.
4. Ten per cent of assessed assignments/work should be sampled by internal verifiers to ensure that the evidence is sufficient in quality and quantity (see above). This might also include other evidence submitted by the learner; e.g. via APL. This should be recorded on the proforma.
5. The internal verifier should be notified of any learner who wishes to appeal against an internal assessment.
6. The internal verifier should only be consulted on borderline cases for achievement of a particular unit, but should be involved with the programme team in determining overall grades for learners at the end of their programme.

GNVQ internal verification assignment checklist at one college

Programme

Level

Unit

Assessor

Internal Verifier

Date of Verification

	Assignment 1	Assignment 2	Assignment 3
Assessment relates to standards and criteria in unit			
Assessment method is appropriate			
Assessment is appropriate to the level; i.e. not too demanding or too easy			
Comments of internal verifier concerning assignment			
Comments of assessor concerning assignment			

A college internal verification report

Programme: **Date:**

Programme co-ordinator **Internal verifier**

	Sat	U/S	N/V	Comments
	(see below for key)			
Team meetings are taking place regularly	☐	☐	☐	
Assessment issues are considered at meetings	☐	☐	☐	
Candidate action planning is taking place	☐	☐	☐	
Recording of achievement is taking place	☐	☐	☐	
Tracking of achievement is taking place	☐	☐	☐	
Candidate feedback takes place	☐	☐	☐	
Candidates review their progress	☐	☐	☐	
A portfolio of appropriate evidence is being developed	☐	☐	☐	
Portfolios have been sampled	☐	☐	☐	
Assessment is to set the criteria	☐	☐	☐	
Grading criteria are being appropriately applied to GNVQ programmes	☐	☐	☐	
Assessment is consistent across all assessors	☐	☐	☐	
Assessment methods are valid	☐	☐	☐	
Assessment plans are evident	☐	☐	☐	
Accreditation has been given for evidenced prior learning	☐	☐	☐	
A variety of appropriate learning/teaching strategies are being used	☐	☐	☐	
Mapping/auditing has taken place to ensure overall coverage (including core GNVQ)	☐	☐	☐	

Sat – Satisfactory
U/S – Unsatisfactory
N/V – Not verified

Internal verification record

Name of candidate	Portfolio reference no.	Assessment sampled		Assessors	Notes
		Vocational unit element/PC	Core skills unit element/PC		

Types of evidence sampled

ACHIEVEMENT AGREED/NOT AGREED
(delete as app.) If not agreed, action to be taken

Signed (internal verifier)

Date

Some colleges are setting quality standards for GNVQ programmes as part of a college quality framework. For example

Standards for: Action Planning

1. Programme action plan

   All students will have completed a programme action plan and will have signed a learning agreement before the end of the induction period. It will contain:

   - student's qualifications
   - personal constraints on academic progress
   - long term goals
   - short term goals
   - learning targets for the first review session
   - date, time and place for the first review session
   - signatures of section leader and student

2. Personal review sessions

   All students will have the opportunity to have a personal review session during each module of the programme. The personal review will record:

   - progress of learning targets agreed at last review
   - attendance and punctuality
   - regular logging of performance criteria
   - careers guidance

3. Group tutorials

   All students will have the opportunity to take part in at least one group tutorial per module. The minutes of these will show evidence of:

   - evaluation of the programme delivery and content
   - discussion of 'domestic issues'

4. Evidence action plans

   These will be produced at the beginning of every evidence generating activity and will consist of:

   - a list of tasks needed to be completed in order to meet the evidence criteria targeted by that activity
   - dead lines for completion
   - resources to be used
   - presentation methods

SUGGESTED IMPLEMENTATION

1. Programme action plans will be checked by the section leader at the end of the induction period.
2. Personal review sessions; the records in the student log book will be checked by the internal verifier at the end of the module.
3. Minutes of the group tutorial and circulation list to be included in the course team manual.
4. Evidence action plans will be checked by the internal verifier at the end of each month.

NOTES

Staff development in January for programme leaders will make these standards attainable.

5.3 *Record keeping*

5.3.i Keeping track

Efficient record keeping is essential for the effective delivery of GNVQs. It is necessary to keep track of the aims, progress and achievements of each candidate throughout their programme, and to enable each individual to plan and track their own progress.

For example

aims and plans

- outcomes of initial assessment
- action plans, assessment plans, activity plans
- learning support requirements

progress

- evidence of coverage of elements, performance criteria and range, in relation to identified learning and assessment activities
- indications of level of performance in relation to grading criteria

achievement

- achievement on entry
- location of total evidence for each GNVQ unit
- achievement of individual units
- test achievement
- grading decision, and location of evidence

These records will need to be readily accessible by all users:

- individual learners
- staff involved with the learners, including:
  - vocational tutors
  - core skills teachers
  - learning support tutors; for example in a learning workshop
  - personal tutors
- assessors
- internal verifier(s)
- external verifier

Awarding bodies have developed documentation for some of these purposes for use in their centres; e.g. logbooks, summative reports. Programme teams, internal verifiers and GNVQ co-ordinators will need to ensure that an agreed, comprehensive and workable recording system is in place. Some colleges are exploring the use of computerised systems.

The challenge is to devise a system to support a complex process which is as simple and as economic as possible. Programme teams have found that the system will fail if it is too complicated, mechanistic, incomprehensible or burdensome to operate.

Many colleges are finding it helpful to agree a common recording system for all GVNQs in the college. There are advantages in using the same recording systems throughout the college, not just on GNVQ programmes; e.g. for initial assessment, action planning, assignment cover sheets, the use of the National Record of Achievement.

The advantages include:

e.g.

- a clear statement of learning objectives/outcomes, and assessment criteria on all assignment cover sheets will enable assignments to be used by learners on a number of different programmes
- the development of a college record keeping system will enable a variety of MIS requirements to be met, and justify investment in appropriate IT systems; e.g. swipe cards
- a college house style for record keeping will promote transparency for users, enabling learners to obtain targeted support in workshops, or evidence for GNVQ from another part of their programme, and give 'status' to the documentation in the eyes of learners.

It will also be possible to capture some of the information required by the FEFC for auditing and accounting purposes (e.g. the FEFC(E) Individual Student Record; Entry Unit Certificates), by incorporating these requirements into a common college recording system, wherever possible.

All the users of the record keeping system will need to be familiar with its purpose and operation; i.e. which form needs to be completed when and why; the meaning of any terminology; where documentation should be stored, or who it should be sent to.

Users will also need to be reasonably satisfied that the system is fulfilling its purpose, and therefore worth all the effort involved. To achieve this, it will be helpful to:

- involve as many staff or representatives of programme teams and other users, as possible, in devising the system
  e.g.
  - programme leaders from different vocational areas
  - learning resources staff; e.g. from learning workshops
  - core skills teachers
  - students
- trial or pilot the system, with an agreed date for review and amendment
- spend time on introducing all users to the system, and the processes involved
  e.g.
  - students, during the induction period
  - new staff who join the programme team
- avoid duplication wherever possible; the same form may be able to serve a number of purposes.

The use of IT in tracking individual progress and achievement may enhance motivation. Similarly, the preparation of well produced student records or log books is likely to promote a sense of ownership and pride. Providing students with booklets containing all the relevant documentation may help them to understand the planning and assessment processes which underpin GNVQ programmes, and gain a better view of their own overall progress.

5.3.ii Sample documentation

In order to structure many of the processes underlying GNVQs, and to record the outcomes, appropriate documentation will be needed. Some documentation will be provided by the relevant awarding body, but colleges will also find it necessary to develop their own internal systems.

Some examples of documentation produced by colleges to support various aspects of GNVQ delivery are provided below. These examples are not intended for direct use by other colleges. Instead they are offered as illustrations of a variety of approaches, for discussion and adaptation by programme teams, concerned to develop or improve their own systems. The use of terminology and the delineation of processes will vary from one college or awarding body to another. The material is therefore presented in eleven broad categories as outlined below.

Category	**Information to be recorded**
1 **Initial assessment record** Sometimes known as an **initial action plan** Purpose: to record the outcomes of initial assessment of individual learners at entry. (See **Part B, Section 3. Entry**)	• Information about the learner, including: – career aim – previous achievements, including qualifications other achievements work experience • Core skills assessment – existing levels of achievement – target level (if higher than GNVQ level) – outcomes of diagnostic assessment – requirements for learning support • Assessment of other needs e.g. – physical disability – religious practices • Other interests e.g. – sports – drama • Self assessment by the learner e.g. – preferred styles of learning – strengths and weaknesses • Planned progression route see sample documentation produced by colleges: – **Pre-entry initial assessment record** – **At-entry initial assessment record**

Category	Information to be recorded
2 **Action plans**	
(i) Individual programme plans Purpose: – to agree the components and shape of each individual's overall learning programme – to make a record of each individual's overall learning programme – to provide a route map for learners	• Overview of the individual's learning programme – programme title and level – mandatory unit titles – core skills provision – optional unit titles – additional unit titles – additional studies e.g. A level, GCSE, other certificate music, sports – year plan learning blocks (dates and titles) review points (e.g. dates or weekly slot) work experience, etc. The initial action plan and individual programme plan might together add up to an 'individual action plan' (see **Programme Plan**).
(ii) 'Learning block' plans Purpose: – to plan and record **what** an individual will aim to achieve, and **how**, during the next learning block; i.e. agreed period of time, module or unit	• Titles of assignments and activities to be completed with target dates • GNVQ units, elements, performance criteria for which evidence should/could be generated • Mode of delivery/access for example – taught classes – workshop attendance – self-directed activities – work experience • Learning support requirements • Arrangements for progress review (see **Learning Block Plan** and **Individual Action Plan for Unit Activities**)
3 **Assignment/activity planning sheet** Purposes: – to assist learners to analyse task(s) and plan how they will undertake them – to provide a basis for review – to provide evidence for the grading criteria	• Prompt questions for example – the components of the activity – sequence – timing/target dates – resource requirements – sources of information • Identification of forms of evidence that will be generated (see **Action Planner and Evaluation Sheet**)

Category	Information to be recorded
4 **Assignment front sheet** Purpose: - to show what the assignment involves, and how the assignment relates to assessment requirements - to document the outcomes of assessment	• Assignment title • Summary of learning outcomes/objectives • Summary of activities/tasks • Opportunities for generating evidence for vocational, core skills and additional units; matched to identified elements, performance criteria, range indicators • Assessor judgements on evidence • Interim indication of performance against each grading criteria • Assessor feedback • Candidate comment (see **Assignment Front Sheets i-iii**)
5 **Progress review sheet** (could form part of the assignment planning sheet, above) Purpose: - to assist learners to evaluate their work - to provide the basis for a review dialogue between the learner and tutor - to provide the basis for action planning - to contribute evidence for the grading criteria	• Prompt questions for learners to review their progress for example – in relation to a particular assignment – in relation to a whole 'learning block' or phase – the grading criteria • Tutor(s) feedback and comments on progress (see **Recording and Reviewing the Unit** **Unit Activity Log** **Evaluation Sheet**)
6 **Portfolio index** Purpose: - to enable the candidate, assessor internal and external verifiers to locate evidence against assessment requirements	• Each entry will show: – Title of assignment or activity (a reference number may be helpful) – Date completed – Date assessed, and assessment decision – Identification of units, elements, performance criteria and range covered • Interim indication of grade against grading themes and criteria Alternatively, the assessment requirements of the GNVQ can be listed, (units, elements, performance criteria), with spaces alongside to list assignment titles and activities which generated relevant evidence. (see **Evidence Summary** **Candidate Portfolio Sheet for the Location of Evidence** **GNVQ Core Skills Evidence**)

Category	Information to be recorded
7 **Programme mapping sheet** Purpose: – to enable programme teams to map opportunities for generating evidence and knowledge in a planned programme of activities and assignments, so that gaps can be filled and student progress can be monitored	• Axis 1 – Assessment requirements of the GNVQ • Axis 2 – Assignment and activity titles (see **Programme Mapping Sheet**)
8 **Tracking sheets** Dual purpose: – for use by programme team in planning and mapping coverage – to track progress of individual student	• For whole programme, or each vocational unit, core skill unit and additional unit – GNVQ title and level – Unit title – Assignment or activity title – Elements and performance criteria – Range covered – Element achieved, date and assessor signature – Unit achieved, date and assessor signature – External/Internal tests, date passed – Portfolio reference number, per activity/assignment (see **Tracking Sheet** **Skills Record** **Unit Record**)
9 **Grading record** Purpose: – to track interim grading decisions – to locate evidence decision(s) in a student's portfolio – to enable an overall grade to be allocated	• Grading themes • Criteria for Merit and Distinction in each theme • Portfolio reference, assignment/activity title, and/or for grading reference number • Recommended grade, assessor's signature and date • Grade awarded, internal verifiers' signature and date (see **Activity Record Sheet for Grades**)

Category	Information to be recorded
10 Summative record Purpose: - enable learner to trakc own progress toward achievement - to provide a record for the internal and external verifiers - to use within a record of achievement, prior to issue of certificate	• Titles of units required for the award • Units achieved, date and signature of assessor or tutor • Additional units achieved, date and signature of assessor or of the award tutor (see **Summative Records i-iii**)
11 Exit review sheets - to be used in conjunction with the individual's initial assessment - could contribute to an individual's record of achievement	• Learner's name, address, date of birth • Achievements on entry (qualifications and other) • Achievements on completion (qualifications and other) • Career aim • Progression route • Reasons for leaving the programme (see **Exit review sheet**)

GNVQ
DOCUMENTATION

PRE-ENTRY INITIAL ASSESSMENT RECORD

Personal Details

Name

Address

School/College last attended date of leaving

Last Employment date of leaving

Previous educational experience; courses taken, qualifications gained

Course/qualification	date	result/grade (if known)

Employment experience

Personal interests

PRE ENTRY INITIAL ASSESSMENT RECORD (continued)

Details of possible difficulties which may affect learning

Long term aims for the future (career, personal goals)

Short term goals

Details of desired learning programme(s) (prioritise if possible)

Details of any referrals

Core Skills Assessment	☐	Vocational Guidance	☐
Occupational Skills Assessment	☐	Career Guidance	☐
Basic Skills Assessment	☐	Counselling and Guidance	☐
APL Adviser	☐	None	☐

Action Plan

Signed	**Interviewee**
Signed	**Interviewer**
Date	

GNVQ
DOCUMENTATION

AT ENTRY INITIAL ASSESSMENT RECORD

Personal Details

Name

Programme Date No. Progress Review Session ☐

Objectives for session

GNVQ units desired

Additional units desired

Other qualifications desired

Mode of study preferred

Record of core skills achievement
Application of Number

Communications

Information Technology

Work experience preferred

Action Plan (What is to be achieved before the next individual tutorial session? How is it to be achieved? What support is required?)

Date of next session
Signed **Interviewee**
Signed **Interviewer**

PROGRAMME PLAN

AIMS
Further/Higher Education

Employment

UNITS OF THE LEARNING PROGRAMME

Mandatory Units (list titles)

Optional Units (list titles)

Additional Units / Additional Studies

Comments eg. link between additional units / additional studies and career aims

PROGRAMME PLAN (continued)

Core Skills (comments, arrangements, target level if higher than GNVQ)

Communication

Application of Number

IT

OTHER REQUIREMENTS/ACTIVITIES

eg. help with Maths, Communication, ESOL,
learner support requirements; eg. signing, wheelchair access
arrangements for sports, music, drama, art

Personal Tutor (print name & signature) ______________________

Learner (print name & signature) ______________________

GNVQ DOCUMENTATION

'LEARNING BLOCK' PLAN

Your Name: [redacted] **Tutor's Name:** [redacted]

Personal Action Plan **from:** [redacted] **to:** [redacted]

This action plan should be completed by you and reviewed at your half termly review session with your learner support tutor.

Unit Targets Identify the targets that you aim to meet in terms of mandatory, optional, additional and core units or individual assignments.	✓ when done

Other Study Targets Identify here your targets for other study areas. These might include other classes you are taking such as numeracy, communication, GCSEs, A'levels or work experience etc.	✓ when done

Personal Targets Identify here any other targets which you are setting yourself over this period.	✓ when done

GNVQ
DOCUMENTATION

INDIVIDUAL ACTION PLAN FOR UNIT ACTIVITIES

GNVQ - Advanced

Student Name:

Unit Title:

Element(s) & Performance Criteria

Tasks to be completed	Completion Date	
	Target Date	Actual Date

Identify resources to be used; eg. time, people, equipment, places to visit, etc.
Help and guidance identified

▹ *Category 3: Assignment/Activity Planning Sheet* ◃

GNVQ DOCUMENTATION

ACTION PLANNER and EVALUATION SHEET

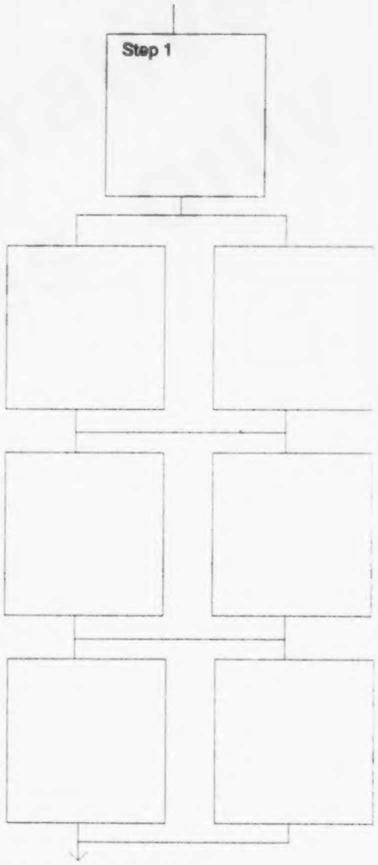
Assignment title:

Planning Sheet:
Identify your overall plan here.

eg.

- ○ What do you need to do?
- ○ Who will you need to see?
- ○ What resources/information will you need?
- ○ Where do you need to go?
- ○ When will you need to do these things?
- ○ How will you arrange to do them?

Today's date ____________



Target completion date

____

Changes along the way

What really happened? Did you have to change your plans? Why?

GNVQ
DOCUMENTATION

ASSIGNMENT FRONT SHEET (i)

YOUR NAME: [redacted]

PROGRAMME TITLE AND LEVEL: [redacted]

ACTIVITY TITLE: [redacted]

By completing this activity you will have the opportunity to claim the following performance criteria and range:

UNIT AND LEVEL	ELEMENT	PERFORMANCE CRITERIA	RANGE	EVIDENCE

GRADING THEMES (Advanced)	ATTAINMENT
Drawing up plans of action	
Monitoring and revising plans	
Identifying and obtaining information	
Establishing the validity of information	
Evaluating outcomes and alternatives	
Justifying approaches	

Assessor:	Student:	Date:

ASSIGNMENT FRONT SHEET (ii)

SUMMARY OF EVIDENCE

Name: **Group:**

Subject Tutor: Group Tutor:

Act./Title/No.:

Completion Date: **Unit:**

PERFORMANCE CRITERIA	1 a	2 b	3 c	4 d	5 e	6 f	7 g	8 h
Element .1								
.2								
.3								
.4								
.5								
Range (notes)								

FOR STUDENT USE

EVIDENCE FOR PLANNING ____________________

EVIDENCE FOR INFORMATION SEEKING AND INFORMATION HANDLING

EVIDENCE FOR EVALUATION ____________________

ASSIGNMENT FRONT SHEET (iii)

ASSESSOR COMMENTS

Unit and Element:

Performance Criteria Number	Achieved		Evidence to show how performance criteria achieved	Work to be completed to achieve performance criteria
	YES	NO		
Range covered in achieving element				
Additional Comments				

GNVQ DOCUMENTATION

RECORDING AND REVIEWING THE UNIT

Your name:

You have now completed Unit No. **Title:** **of your programme**

The purpose of this sheet is to identify strengths, areas of improvement and the actions that you, your tutor or other people may need to carry out.

List the elements you achieved in this Unit.

Element		**Date Assessed**
No	Title	

List the Core Skills achieved

Core Skill	No	Title

Unit Tutor's Name

In this unit I feel that my main achievements were:

The main areas of difficulty I found were:

Development of Core Skills
Describe how you have improved your Core Skills during this Unit

GNVQ
DOCUMENTATION

RECORDING AND REVIEWING THE UNIT (continued)

As a result of reviewing the unit, look at the areas you would like to improve and set your self targets.

TARGET:

TO ACHIEVE THIS I NEED TO:

illustrative purposes only

TO ACHIEVE THIS I NEED THE FOLLOWING HELP:

I WILL ACHIEVE THIS BY:

List here any points you wish to discuss with your personal tutor.

Signatures
LEARNER ______________________
PERSONAL TUTOR ________________
DATE _________________________

GNVQ
DOCUMENTATION

UNIT ACTIVITY LOG

Unit Title:

DESCRIPTION OF TASKS	EVALUATION OF PROGRESS MADE	PROBLEMS ENCOUNTERED AND REVISIONS MADE TO ACTION PLAN

REVIEW

How did you achieve the elements required for this unit?
(brief description of the activities which contributed toward this unit)

What evidence was generated for this unit, and where is it located?

Unit test: date(s) taken ____________ date achieved: ____________

signature of candidate: ____________ date: ____________

signature of assessor: ____________ date: ____________

EVALUATION SHEET

GRADING CRITERIA

To achieve the higher grades it is necessary for you to evaluate your work and consider:

Theme 1 - Planning

Did you draw up plans of action? How can you prove it?

Did you work alone or with others? If you worked with others what part did *you* play?

Did you monitor your work? When, how often, how?

What problems did you have? Did you solve them? How?

Theme 2 - Information seeking and handling

What sources of information did you use?

Did anyone have to guide you to collect the information? Which information?

Is the information valid? How did you check it?

Theme 3 - Evaluation

Have you found out / collected / done what you were meant to do?

Did you use the best approach? What would you do differently next time?

How else could you have tackled this assignment/activity? Why didn't you use these other approaches?

EVIDENCE SUMMARY

GNVQ
DOCUMENTATION

STUDENT NAME

UNIT: ☐ Man ☐ Opt ☐ Adt **ELEMENT NO.:**

ITEM OF EVIDENCE	Portfolio Ref.	RELATED TO PCs								RANGE aspects covered
		1	2	3	4	5	6	7	8	

Verified by ______________________ Date ____________

GNVQ
DOCUMENTATION

CANDIDATE PORTFOLIO SHEET FOR THE LOCATION OF EVIDENCE

GNVQ Level:

Programme:

Candidate:

Enrolment No.:

Unit Title:

ELEMENT	ACTIVITY NUMBER	PAGE NUMBER(S)	CROSS REF
1.1			
1.2			

GNVQ CORE SKILLS EVIDENCE

Name:

GNVQ Core Skills Level:

Skill:

Element:

Performance Criteria	Achieved	Signed	Details of Evidence and Location	Details of Evidence and and Location	Details of Evidence and Location
1					
2					
3					
4					
5					
6					
7					
8					

PROGRAMME MAPPING SHEET

Advanced Leisure and Tourism

Optional Units			Assignments / Activities
Unit No.	TITLE	Element	
9	Proposing New Leisure & Tourism Facilities	9.1	
		9.2	
		9.3	
10	Organising and Staging an Event/Function	10.1	
		10.2	
		10.3	
11	Planning the Maintenance of Equipment & Premises	11.1	
		11.2	
12	Pricing Products and Services	12.1	
		12.2	
		12.3	
13	Investigating Employment in Leisure & Tourism	13.1	
		13.2	
		13.3	

TRACKING SHEET

Intermediate GNVQ Art & Design

CORE SKILLS

Student: ______________________

		ASSIGNMENTS											
	DATE												
ASSESSABLE SKILLS	**COMMUNICATION**												
	1 Take part in discussions with a range of people on routine matters												
	2 Prepare written material on routine matters												
	3 Use images to illustrate points made in writing and in discussion with a range of people on routine matters												
	4 Read and respond to written material and images on routine matters												
	APPLICATION OF NUMBER												
	1 Gather and process data using group 1 and 2 mathematical techniques												
	2 Represent and tackle problems using group 1 and 2 mathematical techniques												
	3 Interpret and present mathematical data using group 1 and 2 mathematical techniques												
	INFORMATION TECHNOLOGY												
	1 Set up, use, and input data into storage systems												
	2 Edit, organise and integrate information from different sources												
	3 Select and use formats for presenting information												
	4 Identify and use operating routines which maximise efficiency												
INCLUSIVE SKILLS	**WORKING WITH OTHERS**												
	1 Work to given collective goals and provide feedback to help with the allocation of responsibilities												
	2 Use given working methods in fulfilling own responsiblities, and provide feedback to others on own progress												
	IMPROVING OWN LEARNING AND PERFORMANCE												
	1 Contribute to identifying strengths and learning needs, and agree short-term targets												
	2 Make use of feedback in following given activities to learn and to improve performance												
	PROBLEM SOLVING												
	1 Use established procedures to clarify routine problems												
	2 Select standard solutions to routine problems												

GNVQ DOCUMENTATION

GNVQ
DOCUMENTATION

SKILLS RECORD

Student:

Information Technology Skills

1. Input to specified locations / Set-up & use / Set-up system & use / input data

	Performance Criteria									Assessment Reference
Range	1	2	3	4	5	6	7	8	9	
Word processor										
Database										
Spreadsheet										
Graphics application										
Storage system (eg. dir./folders)										
Conventions - eg. file names										
System options - eg. drivers										
Preparation of information										
Data validation routines										

2. Edit and organise information, simple to complex

	Performance Criteria									Assessment Reference
Range	1	2	3	4	5	6	7	8	9	
Word processor										
Database										
Spreadsheet										
Graphics application										
Correct formats										
Copying/moving between files										
Simple information										
Complex information										
Macros and/or linked data										
Software problems										
Hardware problems										

UNIT RECORD

UNIT: 3B5 Financial Resources

STUDENT:

ELEMENT	Assessment Ref.	Date Attained
5.1 Investigate sources of finance to support a business plan		
5.2 Produce a budget and a system to record and monitor income and expenditure		
5.3 Calculate the cost of a product or service		
5.4 Produce profit and loss staements, trading accounts and balance sheets		

GRADING THEMES	Assessment Ref.	Attainment
Planning and prioritising against time scale		
Monitoring and revising plans		
Identifying, accessing, & collecting information		
Checking validity		
Evaluating outcomes and alternatives		
Justifying approaches		

External test date	Result	External test date	Result

When the unit is completed, please place in the student's personal file

ACTIVITY RECORD SHEET FOR GRADES

GNVQ Level: **Programme:**

Name:

ACTIVITY TITLE	THEME 1 - PLANNING		THEME 2 - INFORMATION	
	Drawing Up Action Plan	Monitoring Action Plans	Identifying Information Needs	Identifying & Using Info. Sources

SUMMATIVE RECORD
Mandatory Units

PROGRAMME	BUSINESS	LEVEL	2		
CANDIDATE NAME		REG. NO.		ENROL. NO.	

UNIT NO.	ONE	TITLE	BUSINESS ORGANISATIONS AND EMPLOYMENT		
Unit coursework achieved (date)		Unit test passed (date)		Internally verified (date)	
Assessor signature		Candidate signature		Internal verifier signature	

UNIT NO.	TWO	TITLE	PEOPLE IN BUSINESS ORGANISATIONS		
Unit coursework achieved (date)		Unit test passed (date)		Internally verified (date)	
Assessor signature		Candidate signature		Internal verifier signature	

Grade awarded:		Assessor signature:		Internal verifier signature:	

GNVQ DOCUMENTATION

GNVQ
DOCUMENTATION

SUMMATIVE RECORD

INTERMEDIATE - BUSINESS **Student's Name** ______________________________

UNITS	PERFORMANCE CRITERIA MET SIGNATURE	DESCRIPTION OF EVIDENCE / PORTFOLIO REF.	GRADE	INTERNAL TEST RESULT	EXTERNAL TEST RESULT
BUSINESS WORLD					
1.1					
1.2					
1.3					
1.4					
1.5					
BUSINESS ORGANISATION					
2.1					
2.2					
2.3					
2.4					
2.5					
PEOPLE IN BUSINESS					
3.1					
3.2					
3.3					
3.4					
FINANCIAL AND PHYSICAL RESOURCES					
4.1					
4.2					
4.3					
CUSTOMERS					
5.1					
5.2					
5.3					
5.4					
PEOPLE IN TECHNOLOGY AND CHANGE					
6.1					
6.2					
6.3					
6.4					

SUMMATIVE RECORD (continued)

INFORMATION TECHNOLOGY

2.1					
2.2					
2.3					
2.4					

APPLICATION OF NUMBER

2.1					
2.2					
2.3					

COMMUNICATION

2.1					
2.2					
2.3					
2.4					

EXIT REVIEW SHEET

Student Name:

Address:

Date of birth:

Achievements on entry (qualifications and other)
Achievements on completion (qualifications and other)
Career aim:
Progression Route:
Reasons for leaving the programme:

Resource list

Publications

NCVQ

Assessing Core Skills in GNVQs (November 1993)
A guide for schools and colleges £2.50

Assessing Students' Work — GNVQ in Art and Design (January 1994)
Examples of students' work for Intermediate and Advanced GNVQ in Art and Design, with supporting commentary on how it meets unit requirements, core skills and grading. £5.00

Assessing Students' Work — GNVQ in Business (1994)
Examples of students' work for Intermediate and Advanced GNVQ in Business, with supporting commentary on how to meet its requirements, core skills and grading criteria. £5.00

Awarding body code of practice for external assessment
Free

Core skills units
Core skills unit specifications for Intermediate and Advanced GNVQs
First copy free, further copies 50p each

Grading Advanced GNVQs
Grading Intermediate GNVQs
Grading Foundation GNVQs
Revised Criteria and Guidance (September 1994) Free

GNVQs and HE — Entry conditions (UCAS/NCVQ, September 1994; prepared by the joint UCAS/NCVQ GATE (GNVQ and Access to HE) Committee)

GNVQ in schools and colleges (October 1993)
A one-hour video designed to help staff involved in GNVQs
£14.00

GNVQ Information Note (September 1993)
The 'definitive guide' to GNVQs Free

GNVQ Newsletter
Updates on GNVQ news and views Free

Introducing GNVQs
A leaflet designed to provide an introductory overview for anyone interested in GNVQs Free

Leaflets on Foundation GNVQs (September 1993)

A series of introductory leaflets for students in each of the five pilot areas: Art and Design, Business, Health and Social Care, Leisure and Tourism and Manufacturing Free

Leaflets on Intermediate GNVQs

Series of leaflets for students in five vocational areas Free

Leaflets on Advanced GNVQs

Series of leaflets for students in five vocational areas Free

Vocational unit specifications

Free (single copies only)

Forthcoming NCVQ Publications

Assessing Students' Work

Booklets on students' work for Intermediate and Advanced GNVQ in Health and Social Care, Leisure and Tourism and Manufacturing

£5.00 each

Intermediate and Advanced GNVQ leaflets

A series of leaflets introducing students to Intermediate and Advanced GNVQs in the first eight areas

Free

For more information on NCVQ publications, or for an order form, contact NCVQ on 071-728 2957

Awarding body publications

BTEC

Implementing BTEC GNVQs — A guide for centres (June 1993)

Order code G 144 3 £2.50

Induction and Recording Achievement — Help Yourself Guide

Order code 54 192 3 £25.00

Managing Core Skills — Help Yourself Guide

Order code 54 229 3 £25.00

Developing and Assessing Core Skills

Order code for the pack G 506 4 £15.25

Booklets on each core skill can be ordered separately at £2.50 each.

Assignment Design for BTEC GNVQs — Help Yourself Guide

Order code 54 194 3 £25.00

BTEC GNVQ Recording Documentation
Order code G 176 3 £1.00

BTEC GNVQs — A Short Guide
Order code G 179 3 £2.50

BTEC GNVQ External Tests
Provision for candidates with special needs — guidance for centres
Order code G 226 3 Free

BTEC GNVQ External Tests
What they are for, how they fit in, and how they work — guidance for centres
Order code G 227 3 Free

BTEC Student Appeals — A Code of Practice
Order code G 118 3 Free

BTEC GNVQ video — *The Business*
Order code Z 191 3 Free

City & Guilds

City & Guilds GNVQ information sheets
Available in all GNVQ areas Free

City & Guilds GNVQ Handbook
£5.00

City & Guilds Candidate Logbook
Contains mandatory and optional unit specifications £3.00

RSA

Keep Your Options Open — A Student's Guide to GNVQs
Free

GNVQ Administration Procedures
Free

Leaflets in each of the eight GNVQ areas currently available
Free

Introducing GNVQs — Guidelines for GNVQ centres
Free

RSA GNVQ Scheme Booklet
Initial copy free, subsequent copies £3.00

FEU publications

GNVQs

Introducing GNVQs (1993)

Introducing GNVQs — Staff Development (1993)

Introducing GNVQs — Planning, Co-ordinating and Managing the GNVQ Curriculum (1994)

Progression from GNVQs to Higher Education (in association with UCAS; expected December, 1994)

Adults and GNVQs (working title; forthcoming)

Core Skills

Core Skills Action Pack — Principles for the development of core skills across the curriculum (1993)

Flexible learning

Flexible Colleges, Part One — Priorities for Action (1991)

Flexible Colleges, Part Two — Planning Handbook (1991)

Learning by Doing (1988)

Individuality in Learning — A Staff Development Resource Book (1990)

Individual action planning

Maximising potential through individual action planning (1994)

Assessment

Examining Assessment (1994)

Assessment Issues and Problems in a Criterion-based System (Occasional paper 1993)

The Assessment of Prior Learning and Learner Services (1992)

Managing and supporting learning

Implementing Equal Opportunities: language and image guidelines (1989)

Learner Support Services in Further Education: a commentary on current developments (1993)

Learners' Needs in College-based Guidance (1993)

Managing Learning: the role of the recording of achievement (1993)

Management Information Systems and the Curriculum (1993)

Approaches to Partnerships — Who Shares Wins (1994)

Adult Learners and Sixth-form Colleges (1993)

Extending the Vocational Curriculum in Sixth-form Colleges (forthcoming)

Curriculum and qualifications

Modular A Levels Briefing Note (1994)

Enhancing GCE A Level Programmes (1994)

Meeting National Targets for Education and Training in Colleges (1993)

Staff development

Standards in Action: Using National Standards for HRM and HRD in FE (1993)

Introducing GNVQs — Staff Development (1993)

Other GNVQ publications

Implementation

Complete Course Organiser GNVQ Intermediate and Advanced
Art and Design (ISBN: 1 85450 161 5)
Business (ISBN: 1 8540 151 8)
Health and Social Care (ISBN: 1 8540 171 2)
Leisure and Tourism (ISBN: 1 85450 156 9)
Manufacturing (ISBN: 1 85450 166 6)
Hilton, T. and Nobbs, A., Elm Publications
£59.00 each

GNVQ Management Pack 1
Williams, S., CRAC/Hobsons Publishing
ISBN: 1 85324 837 1 £70.00

Staff Development Pack for GNVQ
Purcell, N., CENTRA (see **Sources of Information** for address)
Six modules at £35 per module, pp. £3.50
All six modules at £195, pp. £10.00

GNVQs — A Guide to the Second Phase
Purcell, N., CENTRA (see **Sources of Information** for address)
£2.50

APL-GNVQ
Computer programmes designed to support initial assessment and accreditation of prior learning. Available in six programme areas.
Prices start from £95.
OASIS — Software for the Curriculum; Bilston Community College, Green Lanes, Bilston, West Midlands WV14 6EW Tel: 0902-408791

GNVQs and higher education

GNVQs and Admission to Higher Education
Published by the Employment Department, Walsall College of Arts and Technology, Mid Warwicks College, Staffordshire University
Free

GNVQs and HE — Entry conditions (UCAS/NCVQ, September 1994; prepared by the joint UCAS/NCVQ GATE (GNVQ and Access to HE) Committee)

GNVQs and HE, NCVQ/UCAS (see **NCVQ publications**)

Core skills

Developing core skills in GNVQs
Pursaill, J., and Lewis, R., National Extension College
(photocopiable as a teaching resource)
ISBN: 1 85356 456 6 £99.95

Art and design

Assignments in Art and Design, Hobsons
ISBN: 1 85324 259 4 Price: £19.75

Photocopiable learning materials for Art and Design, levels 2 and 3
Wessex Publications.
Price: £40.00 (Intermediate)
£70.00 (Advanced)
£95.00 (both)

Art and Design Students' Handbook
Curtis, R., Wessex Publications
£30.00

Business

Business Level 2 Assignments
Cambridge Training and Development
Published CRAC / Merseyside TEC / Hobsons
ISBN: 1 85324 838 X £50.00

Business Level 3 Assignment Pack
Cambridge Training and Development
Published by CRAC / Merseyside TEC / Hobsons.
ISBN: 1 85324 839 8 £80.00

GNVQ Business Intermediate
Carysforth, Rawlinson and Neild
Published by Heinemann
ISBN: 435 45238 X £12.99

GNVQ Business Advanced
By Needham and Dransfield
Published by Heinemann
ISBN: 435 45239 8 £16.99

Financial Transactions for Intermediate GNVQ in Business
Fardon, M., and Cox, D., Osborne Books
ISBN: 1 872962 90 4 £5.95

Business Studies, A Core Text for GNVQ Advanced
Fardon, M., Osborne Books
ISBN: 1 872962 50 5 £14.95

Business — A Student's Guide, GNVQ Advanced
Evans, D., Pitman Publishing
ISBN: 0 273 60085 0 £17.99

GNVQ Intermediate Business
Clarke, G., and Lewis,R., Stanley Thorne
ISBN: 0 74871 707 2 £9.50

GNVQ Advanced Business
Lewis, R. and Trevitt, R., Stanley Thorne
ISBN: 0 74871 707 2 £17.99

Photocopiable learning materials for Business, levels 2 and 3
Wessex Publications.
Price: £40.00 (Intermediate)
£70.00 (Advanced)
£95.00 (both)

Health and social care

Health and Social Care Level 2 Assignments
Cambridge Training and Development
Published by CRAC / Merseyside TEC / Hobsons
ISBN: 1 85324 837 4 £50.00

Health and Social Care Level 3
Cambridge Training and Development
Published by CRAC / Merseyside TEC / Hobsons
ISBN: 1 85324 841 X £80.00

Health and Social Care Intermediate
Moonie, N., *et al*, Heinemann
ISBN: 0 435 45240 1 £10.99

Health and Social Care Advanced
Moonie, N., Heinemann
ISBN 0 435 45242 8 £10.99

Health and Social Care (Advanced Level)
Thompson, H., *et al*, Hodder & Stoughton
ISBN: 0 34058 538 2 £14.99

Photocopiable learning materials for Health and Social Care, levels 2 and 3
Wessex Publications.
Price: £40.00 (Intermediate)
£70.00 (Advanced)
£95.00 (both)

The Health File — GNVQ Support Materials
Wessex Publications £29.00

Leisure and tourism

Handbook of Tourism and Leisure 1994
Hobsons
ISBN: 1 85324 800 2 £9.95

The World of Leisure and Tourism for Advanced GNVQ
Yonell, R., Pitman Publishing
ISBN: 0 27360 517 8 £14.99

GNVQ Assignments in Leisure and Tourism (Book 1)
Ward, J., Stanley Thorne
ISBN: 0 7487 1668 8 £8.99

GNVQ Assignments in Leisure and Tourism (Book 2)
Ward, J., Stanley Thorne
ISBN: 0 7487 1669 6 £8.99

Photocopiable learning materials for Leisure and Tourism, levels 2 and 3
Published by Wessex Publications
Price: £40.00 (Intermediate)
£70.00 (Advanced)
£95.00 (both)

Advanced Leisure and Tourism
Griffiths, R., and Goodridge, M., Hodder and Stoughton
ISBN: 0 340 61893 0
Available September 1995

Intermediate Leisure and Tourism
Killingworth-Baird, C., and Carter, L., Hodder and Stoughton
Available September 1995

Manufacturing

Photocopiable learning materials for Intermediate Manufacturing
Published by Wessex Publications £60.00

Other publications

Towards Lifelong Learning — A College Management Resource on Flexible Provision

Dixon, K., and Haldane, A. (eds) Crown Copyright 1994,
Employment Department WRFE Fund
Available from Staffordshire Open Learning Unit, the Chetwynd
Centre, Newport Road, Stafford ST16 2HE

£8.95

Flexible Learning, Flexible Teaching — The Flexible Learning Framework and Current Educational Theory

Tomlinson, P., and Kilner, S., Employment Department (1991)

Learner Managed Learning — The Key to Life Long Learning and Development

Long, D., Kogan Page (1990)
ISBN: 0 7494 0339 X

Supporting Students in Flexible Learning — A practical look at classroom management and tutoring skills

NCET (1991)
ISBN: 0 8601 1167 9

A Learning Cosmology

NCET (1994)
ISBN: 1 8537 9269 1

Customer Focused Flexible Learning — Case studies in FE colleges

NCET (1991)
ISBN: 1 8357 9219 5

Using IT for Assessment — going forward

NCET (forthcoming publication)

The Manual of Learning Styles

Honey, P. and Mumford, A., Peter Honey 1992
ISBN: 0 95 08444 70

Sources of information

The NCVQ GNVQ Hotline

provides advice and guidance on GNVQs, lists of useful GNVQ materials, and sources of other GNVQ support.
Tel: 071-728 1957

GNVQ Information Unit

NCVQ has set up a database which holds more information on GNVQ-related guidance and curriculum support materials. For details, contact:

GNVQ Information Unit,
NCVQ,
222 Euston Road,
London NW1 2BZ
Tel: 071-728 1958

National Council for Vocational Qualifications (NCVQ)

222 Euston Road
London
NW1 2BZ

Business and Technical Education Council (BTEC)

Tavistock House South
Entrance D
Tavistock Square
London
WC1A 9LG
Tel: 071-413 8400

BTEC Publications and Despatch Unit

Central House
Upper Woburn Place
London
WC1W 0HH

City & Guilds of London Institute (C&G)

46 Britannia Street
London
WC1X 9RG
Tel: 071-278 2468

C&G Sales Section

76 Portland Place
London
W1N 4AA

RSA Examinations Board

GNVQ Unit
Westwood Way
Coventry CV4 8HS
Tel: 0203-470033

Pitmans Examinations Institute

Catteshall Manor
Godalming
Surrey
SU7 1UU
Tel: 0483-415 311

National Council for Education Technology (NCET)

Milburn Hill Road
Science Park
Coventry
CV4 7JJ
Tel: 0203-416 994

TDLB general enquiries

TDLB PO Box 28
Rugby
Warwickshire
CV22 7UH
Tel: 0788-577503

TDLB publications are available from:

Cambertown Ltd
Commercial Road
Goldthorpe Industry Estate
Goldthorpe
Nr Rotherham
S63 9BL

FE National Consortium for Resource Based Learning

Norfolk College of Arts and Technology
Tennyson Avenue
Kings Lynn
Norfolk
PE30 2QW
Tel: 0553-776909 / 761144

ALBSU

Adult Literacy and Basic Skills Unit
Commonwealth House
1-19 New Oxford Street
London WC1A 1NU
Tel: 071-405 4017
071-404 5038

CENTRA

Town Hall
Walkden Road
Worsley
Manchester M28 4QE
Tel: 061-702 8700

Understanding British Industry Teacher Placement Service

FREEPOST
Sun Alliance House
New Inn Hall Street
Oxford OX1 2BR
Tel: 0865-722585

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Gorseinon College
Guildford College of Further and Higher Education
John Ruskin College
Kitson College, Leeds
Manchester College of Arts and Technology
Mid Kent College
Newcastle College for Twenty Questions for GNVQ Tutors
Questions for Assessors and Verifiers
Newham Sixth Form College
Northamptonshire Programme teams
Pontypridd Technical College
Portsmouth College
St Brendan's Sixth Form College
St Helens College
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